



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Waipipi School (the School). The Auditor-General has appointed me, Matt Laing, using the staff and resources of Deloitte 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
 - its 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 18 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.

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CONFIDENTIAL



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.

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.

A handwritten signature in black ink, appearing to read "M. Laing".

Matt Laing

Deloitte Limited

On behalf of the Auditor-General

Hamilton, New Zealand



WAIPIPI SCHOOL

Strategic Goal 1: Data

Statement of Variance 2024 -2025

READING

School Achievement Targets

2024, 83% of students achieving at or above expectations. 2025, 70% of students achieving at or above expectations

All Māori students in years 2-8 working below the expected curriculum level in (for their year level) in reading and writing will make more than one year's progress.

All boys in years 2-8 working below the expected curriculum level (for their year level) in reading will make more than one year's progress.

READING Outcomes- Using Apples v Apples (Clean Data) from November 2024 – November 2025

Schoolwide Reading NOV 2024

Year Level	WELL BELOW	BELOW	AT	ABOVE	Total Number of Students	Percentage at or above
Y1						
Y2	0	0	5	3	8	100%
Y3	1	2	5	6	14	79%
Y4	0	2	11	6	19	89%
Y5	0	2	9	0	11	82%
Y6	0	5	4	8	17	71%
Y7	1	3	9	5	18	78%
Y8	0	1	12	0	13	92%
T	2	15	55	28	100	

Schoolwide Reading NOV 2025

	Well Below	Below	At	Above	Total No Students	% at or above
Yr 0	0	0	4	1	5	100%
Y 1	0	2	8	0	10	80%
Yr 2	0	3	4	1	8	63%
Yr 3	1	1	5	2	9	78%
Yr 4	2	1	8	3	14	79%
Yr 5	1	8	12	0	21	57%
Yr 6	2	1	8	0	11	73%
Yr 7	1	8	6	0	15	40%
Yr 8	0	8	8	4	20	60%
Total	7	32	63	11	113	64%

ALL Year Group Overall Variance AT or AB

Year	2024	Year	2025	Variance
1		1	80%	
2	100%	2	63%	-37%
3	79%	3	78%	-1%
4	89%	4	79%	-10%
5	82%	5	57%	-25%
6	71%	6	73%	+ 2%
7	78%	7	40%	-38%

Māori Student Overall Variance AT or AB

Years	2024	Years	2025	Variance
ALL	79%	ALL	57%	-22%

Gender Overall Variance AT or AB

Gender	Male	Female	Variance
2024	76%		
2025	60%	70%	10%
Variance	16%		

READING

Strengths

- **Strong Junior Achievement:** Year 1 students maintained a high level of achievement, with **80%** achieving at or above expectations.
- **Positive Growth in Year 6:** Year 6 was the only cohort to demonstrate a positive variance, with a **2% increase** in students achieving at or above expectations between 2024 and 2025.

- **Stability in Year 3:** Achievement in Year 3 remained relatively stable, with only a **1% decline**.

Challenges

- **Significant Achievement Declines:** Substantial drops were evident in several year groups, particularly **Year 7 (-38%)**, **Year 2 (-37%)**, and **Year 5 (-25%)**.
- **Subgroup Declines:** Achievement for **Māori students** declined by **22%** (79% to 57%), and **boys' achievement** fell by **16%** (76% to 60%).
- **Low Senior Achievement:** Only **40% of Year 7 students** were achieving at or above expectations in 2025, the lowest result across the school.

Analysis of Causal Factors

- **Leadership and Staffing Instability:** The low achievement in Year 7 must be viewed in the context of a disruptive year, including leadership changes and multiple teacher transitions. Research indicates that such instability often results in reduced instructional consistency and impacts student progress.
- **Assessment Validity:** A shift from formative running records to summative testing in 2025 likely affected the accuracy of achievement data (in the Senior School?). Summative assessments may not have captured students' true instructional reading levels, particularly for those who experience test anxiety or struggle in high-stakes assessment contexts.
- **Digital Fatigue and Engagement:** An over-reliance on computer-based learning in the senior school has negatively impacted student focus and reading stamina. Declines in comprehension-heavy tasks suggest difficulty sustaining attention when reading longer texts on digital devices.

2026 READING ACHIEVEMENT TARGETS

By the end of 2026, increase the percentage of Year 7 students achieving at or above expectations in reading from **40% to at least 65%**, as measured by consistent formative assessment tools.

1. **By Term 4, 2026**, lift Māori student reading achievement at or above expectations from **57% to at least 70%**, through targeted small-group instruction and culturally responsive texts.
2. **By the end of 2026**, reduce the gender achievement gap in reading by increasing boys' achievement at or above expectations from **60% to at least 72%**.

Planned Actions

- Reintroduce **formative running records** (minimum twice per year) to drive day-to-day instruction rather than relying on summative testing.
- Implement a **paper-based assessment trial** (PAT's) for comprehension in the senior school to test accuracy and stamina against digital testing.
- Establish **daily sustained silent reading (SSR)** using physical texts to rebuild reading stamina and deep comprehension.
- Provide **targeted small-group instruction** for Year 7 students below expectation, focused on decoding, fluency, and comprehension strategies.

WRITING

Strengths

- **High Overall Achievement:** School-wide writing achievement remained strong at **86%**, despite a slight decrease from 88% in 2024.
- **Positive Growth:** Significant gains were observed in **Year 3 (+18%)** and **Year 5 (+13%)**.
- **Improved Māori Achievement:** Māori student achievement increased by **2%**, from 79% to 81%.

Challenges

- **Notable Declines:** Achievement declined in **Year 7 (-14%)**, **Year 2 (-12%)**, and **Year 4 (-10%)**.
- **Gender Disparity:** Boys' writing achievement fell by **7%**, from 83% to 76%.

Analysis of Causal Factors

- **Assessment Inconsistency:** Writing assessments were not consistently conducted using correct standard processes, raising concerns about the reliability of the reported achievement data.
- **Instructional Instability:** The significant drop in Year 7 achievement aligns with leadership disruption and teacher turnover, limiting continuity in writing instruction.
- **Writing Stamina and Digital Influence:** Students are demonstrating reduced stamina for sustained writing tasks. Over-reliance on digital platforms has contributed to off-task behaviour and a decline in the depth and quality of written work.

2026 WRITING ACHIEVEMENT TARGETS

1. **By the end of 2026**, increase Year 7 writing achievement from **75% to at least 85%**, supported by a consistent school-wide writing programme and moderation practices.
2. **By Term 4, 2026**, improve boys' writing achievement from **76% to at least 82%**, through targeted instructional strategies and authentic writing contexts.
3. **By the end of 2026**, ensure **100% of teachers** are using agreed, consistent writing assessment and moderation processes, resulting in reliable and comparable achievement data.

WRITING

School Achievement Targets

2024, 88% of students achieving at or above expectations. 2025, 86% of students achieving at or above expectation.

All boys in years 2-8 working below the expected curriculum level (for their year level) in writing will make more than one year's progress.

All Māori students in years 2-8 working below the expected curriculum level in (for their year level) in reading and writing will make more than one year's progress.

WRITING Outcomes- Using Apples v Apples (Clean Data) from November 2024 – November 2025

Schoolwide Writing NOV 2024

Year Level	WELL BELOW	BELOW	AT	ABOVE	Total Number of Students	Percentage at or above
Y1						
Y2	0	0	7	1	8	100%
Y3	1	3	8	2	14	71%
Y4	0	2	15	2	19	89%
Y5	0	2	9	0	11	82%
Y6	0	0	17	0	17	100%
Y7	2	0	12	4	18	89%
Y8	0	2	5	6	13	85%
T	3	9	73	15	100	

Schoolwide Writing NOV 2025

	Well Below	Below	At	Above	Total No Students	% at or above
Yr 0	0	0	5	0	5	100%
Y 1	0	2	8	0	10	80%
Yr 2	0	1	7	0	8	88%
Yr 3	0	1	8	0	9	89%
Yr 4	1	2	9	2	14	79%
Yr 5	0	1	18	2	21	95%
Yr 6	0	1	10	0	11	91%
Yr 7	2	2	10	1	15	73%
Yr 8	3	2	10	5	20	75%
Total	6	12	85	10	113	

ALL Year Group Overall Variance AT or AB

Year	2024	Year	2025	Variance
1		1	80%	
2	100%	2	88%	-12%
3	71%	3	89%	+18%
4	89%	4	79%	-10%
5	82%	5	95%	+13%
6	100%	6	91%	-9%
7	89%	7	75%	-14%

Māori Student Overall Variance AT or AB

Years	2024	Years	2025	Variance
ALL	79%	ALL	81%	2%

Gender Overall Variance AT or AB

Gender	Male	Female	Variance
2024	83%		
2025	76%	90%	14%
Variance	7%		

MATHEMATICS

Strengths

- **Year 6 Progress:** Year 6 showed a modest positive variance of **+3%**.

Challenges

- **School-wide Decline:** Mathematics achievement decreased significantly from **82% in 2024 to approximately 68% in 2025**.
- **Significant Drops:** The most notable declines occurred in **Year 3 (-37%)**, **Year 7 (-27%)**, and **Year 8 (-18%)**.
- **Māori Achievement:** Māori student achievement declined by **8%**, from **84% to 76%**.

Analysis of Causal Factors

- **Instructional Disruption:** Sharp declines in Years 7 and 8 correlate strongly with leadership instability and multiple staffing changes, disrupting the continuity required for effective mathematics progression.
- **Assessment Methodology:** A reliance on summative, digital assessments likely impacted results by measuring student stamina and focus rather than mathematical understanding.
- **Digital Over-Reliance:** Students are increasingly disengaged during digital mathematics tasks, often seeking quick answers rather than engaging in deep, multi-step problem solving.
- **Programme Implementation:** While *Maths No Problem* has delivered strong results historically, inconsistent teacher preparation, reduced differentiation, and limited use of resources and manipulative tools appear to be impacting effectiveness. There is a need to rebalance instruction toward authentic, contextualised mathematics.
- **Foundational Gaps:** The sharp decline in Year 3 achievement, following high achievement in Year 2 the previous year, suggests gaps in foundational understanding and/or inconsistencies in readiness assessment.

2026 MATHEMATICS ACHIEVEMENT TARGETS (SMART)

1. **By the end of 2026**, increase **school-wide mathematics achievement from 68% to at least 78%**, using a balanced approach of formative assessment and targeted instruction.
2. **By Term 4, 2026**, lift **Year 7 mathematics achievement from 55% to at least 70%**, through strengthened programme consistency and explicit teaching of problem-solving strategies.
3. **By the end of 2026**, improve **Māori student mathematics achievement from 76% to at least 82%**, with increased use of authentic, culturally relevant mathematical contexts.

MATHEMATICS

Maths Outcomes- Using Apples v Apples (Clean Data) from November 2023 – November 2024

Schoolwide Maths NOV 2024

Year Level	WELL BELOW	BELOW	AT	ABOVE	Total Number of Students	Percentage at or above
Y1						
Y2	0	0	4	4	8	100%
Y3	1	2	5	6	14	79%
Y4	0	4	14	1	19	79%
Y5	0	3	8	0	11	73%
Y6	0	3	13	1	17	82%
Y7	1	3	14	0	18	78%
Y8	0	1	11	1	13	92%
T	2	16	69	13	100	

Schoolwide Maths NOV 2025

	Well Below	Below	At	Above	Total No Students	% at or above
Yr 0	0	0	5	0	5	100%
Yr 1	0	1	9	0	10	90%
Yr 2	0	3	3	2	8	63%
Yr 3	0	2	5	2	9	78%
Yr 4	1	3	10	0	14	71%
Yr 5	1	4	14	2	21	76%
Yr 6	1	4	6	0	11	55%
Yr 7	0	6	8	1	15	60%
Yr 8	0	10	9	1	20	50%
Total	3	33	69	8	113	

ALL Year Group Overall Variance AT or AB

Year	2024	Year	2025	Variance
1		2	90%	
2	100%	3	63%	-37%
3	79%	4	78%	-1%
4	79%	5	71%	-8%
5	73%	6	76%	+3%
6	82%	7	55%	-27%
7	78%	8	60%	-18%

Māori Student Overall Variance AT or AB

Years	2024	Years	2024	Variance
ALL	84%	ALL	76%	-8%

Gender Overall Variance AT or AB

	Male	Female	Variance
2025	72%	65%	7%%

Evaluation: Where to in 2026

When student numbers are small, reporting achievement solely as percentages can be misleading. A change of one or two students can result in a large percentage shift, which does not necessarily reflect a meaningful change in overall progress or teaching effectiveness. As a result, year-to-year comparisons between different cohorts (for example, comparing Year 5 in one year with Year 5 in the next) do not always provide a reliable indication of student progress.

From 2026, the school will strengthen its approach to data analysis by **tracking the progress of the same cohort over time**, rather than comparing different year groups. For example, **Year 5 achievement in 2026 will be analysed alongside Year 6 achievement for the same group of students in 2027**, allowing for a more accurate picture of progress and acceleration.

In addition, assessment methodologies, particularly the use of summative assessment, will undergo significant changes as the MOE SMART tool is introduced.

The focus for 2026 will be on:

- re-establishing robust assessment protocols
- establish a new, more reliable baseline.
- Measurement of progress and acceleration that ensures reported achievement reflects genuine student learning rather than changes in cohort composition.
- optimizing the learning environment (balancing digital and paper) to ensure that the data reflects true student achievement.

Planned Action & Resourcing

Whole School PLD provided by Evaluation Associates focussing on Assessment.

Conclusion

The 2025 data serves as a "**baseline year**" shaped by systemic instability. The school's trajectory for 2026 is focused on **restoring instructional consistency and assessment validity** to ensure every student's progress is accurately reflected and supported.

Waipipi School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Regular Health and Safety Staff and Board meetings</i> <i>Adherence to NZ legislation</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Ensuring daily implementation and adherence</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>School Docs EEO Policy and Procedures</i>
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	<i>Incorporating Te Ao Maaori in school values, schoolwide PLD</i> <i>Maaori teacher progressions into day-today teaching</i> <i>Kahui Ako role focusing on ako/Maaori engagement and achievement</i> <i>Relationships with local iwi</i>
How have you enhanced the abilities of individual employees?	<i>Mix of school wide and independent PLD opportunities</i>
How are you recognising the employment requirements of women?	<i>Ensuring that all genders are paid equally for doing work of equal value</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Ensuring physical space enables accessibility</i> <i>Two toilets for wheelchair use</i> <i>Ramps throughout school</i>

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

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

KIWISPORT WAIPAPI SCHOOL

Kiwisport is a Government funding initiative to support students participation in organized sport. In 2025, the school received total Kiwisport funding of \$2208(excluding GST).

The funding was spent on providing transport to the larger town swimming pool for senior students, payment of participation fees for students to take part in interschool competition and general sport equipment.

Student participation is 100%.