DON BUCK **SCHOOL**
KŌKIRI NGĀTAHI
exceptional together

Don Buck School
Annual Report 2025

DON BUCK **SCHOOL**
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He whānau taumata rau
A Family Striving for the Best

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Executive Summary

2025 was a significant year of organisational growth, curriculum implementation, and capability development for Don Buck School. The school focused strongly on implementing the refreshed New Zealand Curriculum, strengthening structured literacy approaches, embedding the Maths No Problem programme, improving attendance systems, and growing leadership capability across the kura.

The school experienced roll growth from 243 to 270 learners during 2025. Key areas of progress included improved reading achievement in several year levels, increased instructional consistency across classrooms, strengthened ESOL support, and improved year-on-year attendance trends.

The Board and leadership team continued to prioritise wellbeing, culturally responsive practice, Te Tiriti o Waitangi commitments, and community partnership throughout the year.

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Message from the Board Chair

Kia ora Don Buck whānau,

This year has been one of change and growth for Don Buck School. Amid nationwide curriculum changes and educational shifts, our kura remained focused on delivering high-quality learning opportunities for our tamariki. We continued to strengthen governance practices, wellbeing systems, and culturally grounded approaches to learning.

A major highlight of 2025 was the continued development of the Don Buck School Bike Track. When completed, this project will create opportunities for active learning, community connection, and wellbeing.

The Board extends heartfelt thanks to all staff, whānau, and community members for their commitment to our kura. We especially acknowledge the passing of Michelle Millar and honour her 35 years of dedicated service to Don Buck School.

As a newly established Board moving into 2026, we remain committed to effective stewardship, strong governance, and improving outcomes for all learners.

Principal's Report

The 2025 school year was one of significant learning and growth for our teaching and learning team. Major professional learning focused on implementing the refreshed English and Mathematics curriculum areas and embedding structured teaching approaches across the school.

Daily explicit teaching blocks for reading, writing, and mathematics were implemented schoolwide to improve instructional consistency and maximise learning time. The Maths No Problem programme was introduced across all year levels.

Structured literacy initiatives, including The Code programme, were implemented across the school. Additional ESOL staffing support contributed to positive shifts in reading and writing achievement for many learners.

The school maintained a strong Te Tiriti o Waitangi lens across governance, curriculum, and school culture. Partnerships with mana whenua and the wider community continued to strengthen culturally responsive practice throughout the kura.

Moving into 2026, key leadership priorities include strengthening targeted acceleration, embedding distributed leadership structures, and deepening curriculum capability across the school.

School Profile

Vision: Kōkiri Ngātahi – Exceptional Together
Mission: He whānau taumata rau – A Family Striving for the Best

Start of Year Roll: 243
End of Year Roll: 270

Strategic Priorities:

- Develop the DBS culture of teaching and learning
- Grow exceptional teachers
- Build DBS as a community hub

Progress Against Strategic Priorities

Developing the DBS Culture of Teaching and Learning:
- Implemented explicit daily teaching blocks for literacy and mathematics.
- Introduced structured literacy systems and Maths No Problem schoolwide.
- Expanded targeted intervention programmes including ALL and ALiM.

Growing Exceptional Teachers:
- Significant curriculum professional development undertaken.
- Strengthened collaborative teaching and moderation systems.
- Expanded middle leadership opportunities for 2026.

Building DBS as a Community Hub:
- Increased whānau engagement through cultural and wellbeing initiatives.
- Continued partnerships with mana whenua.
- Strengthened attendance engagement systems.

Student Achievement and Progress

Reading achievement improved strongly in several year levels. Year 2 reading achievement increased from 13% at or above expectation in April to 44% by November. Year 8 achievement increased from 10% to 40% at or above expectation.

Writing achievement improved across several year levels through structured literacy approaches and strengthened teaching consistency.

Mathematics remained an area requiring ongoing acceleration, particularly in Years 4–7. The school identified the need for improved extension pathways for higher-achieving learners and targeted support for boys' achievement.

The school identified several ongoing priorities:

- Strengthening extension opportunities for high-achieving learners.
- Improving boys' literacy achievement.
- Continuing targeted acceleration for Years 4–7.
- Strengthening assessment moderation and tracking systems.

The achievement data indicates that the school is building greater instructional consistency and stronger learning systems while continuing to strengthen targeted acceleration practices.

Attendance and Engagement

Attendance remained a strategic focus throughout 2025. The school implemented the STAR Attendance Plan, strengthened whānau communication systems, and introduced tiered attendance support approaches.

Attendance improved year-on-year across all comparable terms. The school identified unexplained absences and Friday attendance patterns as ongoing focus areas for 2026.

Targeted support approaches were developed for learners and whānau experiencing chronic attendance challenges. Attendance systems and monitoring processes will continue to be strengthened into 2026.

Wellbeing and Inclusion

Student wellbeing remained central to the school's strategic direction. The school strengthened wellbeing systems through:

- Introduction of the Pulse Programme.
- Relational and restorative approaches.
- Explicit teaching of school values.
- Team-building and waka whānau initiatives.

The school continued to foster inclusive learning environments where tamariki felt valued, connected, and supported. Strengthened ESOL support systems contributed positively to learner wellbeing and engagement.

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Te Tiriti o Waitangi

Don Buck School remains committed to giving effect to Te Tiriti o Waitangi through:

- culturally responsive teaching and learning;
- strengthening partnerships with mana whenua and whānau Māori;
- embedding te ao Māori and tikanga Māori across school life;
- supporting equitable outcomes for Māori learners; and
- strengthening staff capability in culturally responsive practice and te reo Māori.

This commitment continued to guide strategic planning, curriculum development, wellbeing systems, and community engagement throughout 2025.

Personnel and Leadership Development

2025 involved substantial leadership and staffing development, including:

- Curriculum-focused professional learning.
- Collaborative teaching systems.
- Distributed leadership development.
- Expanded middle leadership structures planned for 2026.
- Strengthened teacher mentoring and support systems.

New leadership responsibilities planned for 2026 include curriculum leadership, syndicate leadership, wellbeing leadership, and beginning teacher programme leadership.

Finance and Property

The school maintained a stable financial position during 2025.

Financial Highlights:

- Total Revenue: $3,472,403
- Total Expenses: $3,456,939
- Net Surplus: $15,464
- Equity increased to $461,813

Significant investment occurred in teaching resources, ICT systems, wellbeing initiatives, and property development projects including bike track development and Ministry-funded property upgrades.

The Board continued to maintain sound financial stewardship while investing strategically in long-term school improvement initiatives.

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Governance and Compliance

The Board maintained effective governance systems throughout 2025, including:

- Strategic planning oversight
- Health and safety monitoring
- Financial stewardship
- Policy review processes
- Curriculum oversight
- Attendance monitoring
- Te Tiriti o Waitangi commitments

The Board worked collaboratively with school leadership to ensure compliance with Ministry of Education planning and reporting expectations.

Strategic Priorities for 2026

Key priorities for 2026 include:

- Strengthening acceleration for Years 4–7 learners.
- Improving boys' literacy engagement and achievement.
- Developing extension pathways for high-achieving learners.
- Deepening teacher capability in the refreshed curriculum.
- Strengthening attendance systems and whānau engagement.
- Embedding distributed leadership structures.
- Continuing culturally responsive and inclusive practice.

The school will focus on deepening implementation consistency and strengthening instructional quality across all learning areas.

KiwiSport Funding

KiwiSport is a Government funding initiative to support students' participation in organised sport.

In 2025, Don Buck School received KiwiSport funding to support student participation in sporting opportunities and physical activity programmes.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025, the Don Buck School Board:

- developed and implemented personnel policies and procedures that promote the fair and proper treatment of employees;
- reviewed compliance against employment policy and practices and identified these as meeting legislative and good employer requirements;
-

- complied with the conditions contained in all employment agreements;
- ensured all employees and applicants for employment were treated fairly and without discrimination; and
- met Equal Employment Opportunities requirements.

Appendix A – Audited Financial Statements

Attach the final signed audited financial statements and Independent Auditor's Report in this appendix section prior to Ministry of Education submission and public publication.

This appendix should include:

- Statement of Responsibility
- Statement of Comprehensive Revenue and Expense
- Statement of Financial Position
- Cash Flow Statement
- Notes to the Financial Statements
- Independent Auditor's Report

Prepared in alignment with Ministry of Education school planning and reporting expectations.

DON BUCK **SCHOOL**

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To Whom it may concern,

Please see below the BOT Members for 2025-2026

Trevor Palupe-Grant	No longer on the board
Ana Pickering	No longer on the board
Tiffany Douglas	No longer on the board
Ershad Ali	No longer on the board

Alexander (Sandy) Stirling
Heydon Hohaia Staff Rep
Elizabeth(Lisa) Palupe-Grant BOT Chairman 10 Carnelian Court Westgate
0210527049
Priyanka Panwar 23A Anich Road Massey 0221221861
Danielle Harrison 24b Woodside Road Massey
0211019340
Hanna Cho 6 Lowell Place Massey 0210386122
Amanda Moore 30 Anich road Massey 021369257

If you need any other information Please reach out.

Kind regards,

Cassandra Pilmer
Executive Officer
Don Buck School

Presiding Member:

Date: 28-05.2026

DON BUCK **SCHOOL**
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OUR VISION,

our guiding star, our aspiration, our call to action,
OUR WHY.

KŌKIRI NGĀTAHI
exceptional together

Our vision guides how we as a school will improve the lives of our tamariki and positively affect our community.

At Don Buck School we believe that we all have the potential to be **EXCEPTIONAL**.

EXCEPTIONAL *through our skills, talents, passions, and abilities.*

CHARTER & STRATEGIC PLAN 2023 - 2025

DON BUCK **SCHOOL**
KŌKIRI NGĀTAHI
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VISION **OUR WHY**	KŌKIRI NGĀTAHI *exceptional together*		
MISSION **STATEMENT**	HE WHĀNAU TAUMATA RAU *A family striving for the best*		
GOALS **HOW** we will achieve our vision	**Develop our DBS culture of learning**	**Grow Exceptional Teachers**	**Build DBS as a Community Hub**
INITIATIVES **WHAT** we are going to do to achieve our goals	Notice the learning, recognise the curriculum and respond in our teaching. Grow engaged learners. Nurture Kaiako /Tamariki Wellbeing. Strengthen community partnerships to enrich teaching and learning.	Grow engaged learners. Develop & a strong peer mentoring programme. Develop exceptional teacher responses. Implement a strong peer mentoring programme. Grow leadership skills for all.	Be a responsive community service provider. Establish Pasifika learning pathways. Develop Te Ao, Te Reo, Tikanga Māori kaupapa

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OUR MISSION,

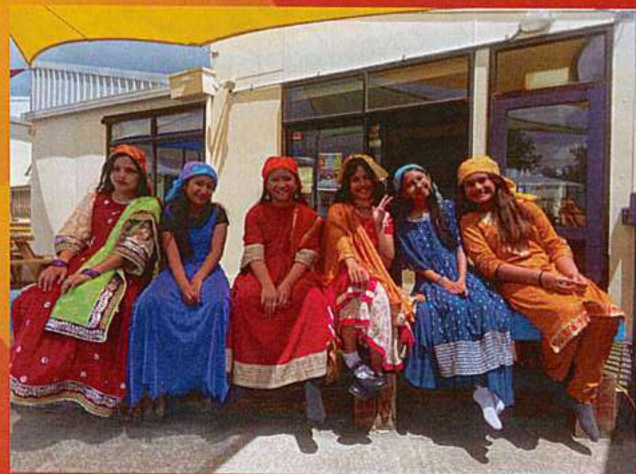
our purpose, our direction, what we are here to be.

HE WHĀNAU TAUMATA RAU

A family striving for the best

Our mission statement is the purpose and direction of our school.

It is what we are here to be everyday.



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OUR STRATEGIC GOALS.

HOW? Together we will lead the change required to achieve our vision and mission.

Develop DBS culture of teaching and learning

Grow Exceptional Teachers

Build DBS as a Community Hub

At Don Buck School we believe our role as educators is to guide our tamariki to discover their **EXCEPTIONAL***.*

We work to provide all our children with an exceptional learning environment for them to grow within.

DON BUCK **SCHOOL**

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OUR STRATEGIC INITIATIVES.

WHAT we are going to do to achieve our goals and **WHEN.**

	2023	2024	2025
Develop DBS culture of teaching & learning	Notice the learning, recognise the curriculum and respond in our teaching.	Grow engaged learners Nurture Kaiako /Tamariki Wellbeing	Strengthen community partnerships to enrich teaching & learning. Nurture kura whānau wellbeing.
Grow Exceptional Teachers	Grow engaged learners.	Develop exceptional teacher responses Develop and implement a strong peer coaching programme.	Grow leadership skills for all. Develop exceptional teacher responses.
Build DBS as a Community Hub	Be a responsive community service provider.	Establish Pasifika learning pathways. Develop DBS Beat Ready Hub.	Develop Te Ao, Te Reo, Tikanga Māori kaupapa Establish DBS Wellbeing Room.

DBS CULTURE OF TEACHING AND LEARNING

2025 ANNUAL PLAN

	TERM 1	TERM 2	TERM 3	TERM 4
INITIATIVE 1 *Strengthen community partnerships to enrich teaching & learning*	- Share annual plan with community. - Undertake community seesaw info session. - Community consultation. School reporting practice.	-Establish and run a community working group for Matariki celebrations. -Invite community specialists into classes to enrich learning opportunities.	-Maths at DBS community update.	-Run community working group for the performing arts,
INITIATIVE 2 *Nurture kura whānau Wellbeing*	- Appoint 2025 Wellbeing leads (2) who will lead kura whānau wellbeing plan. -Introduce, develop, and embed weekly <u>focussed DBS Beat time</u> as part of Monday kura whānau hui and informally as needed.	- Implement Term 2 Kura whānau wellbeing plan. - Organise Term 2 social event.	- Implement Term 3 Kura whānau wellbeing plan. - Organise Term 3 social event.	- Implement Term 4 Kura whānau wellbeing plan. - Lead end of year social.

Initiative	Outcomes - What Happened?
INITIATIVE 1	- We have shared our annual plan with the community in the office and in newsletters and reviewed its effectiveness through community hui alongside consultation on Pasifika education at DBS, formal reporting, and health and wellbeing. - Community working groups have been established to assist / lead cultural events and school fundraisers. We have not achieved the community specialist goal in other school areas. - We have seen significant raises in whānau use of Seesaw and kaiako and tamariki sharing of learning. We have record levels of engagement.
INITIATIVE 2	- Kura wellbeing lead has led numerous staff activities throughout the year focussing on creating a fun and team building culture for our staff. BoT staff rep and wellbeing lead have circulated regular wellbeing surveys to all staff. Results have been analysed to understand levels of wellbeing throughout the year and from results, further actions and supports for our staff have been put in place. - Weekly focussed DBS Beat time focussing on the explicit teaching through fun and engaging activities has been undertaken throughout the year. Each area of the kura has developed their approach centred around tamariki needs to connect tamariki with our ever strengthening value led school culture.

2025 ANNUAL PLAN

DBS CULTURE OF TEACHING AND LEARNING

	TERM 1	TERM 2	TERM 3	TERM 4
INITIATIVE 1 *Strengthen community partnerships to enrich teaching & learning*	- Share annual plan with community. - Undertake community seesaw info session. - Community consultation. School reporting practice.	-Establish and run a community working group for Matariki celebrations. -Invite community specialists into classes to enrich learning opportunities.	-Maths at DBS community update.	-Run community working group for the performing arts,
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Initiative	Why did it happen? Any Barriers?	Where to next?
INITIATIVE 1	- We had an annual plan and stuck to it. The key barriers was time which meant we had to miss 3 consultation opportunities. - Community working groups around performing arts and culture continue to flourish. We were unsuccessful finding community specialists to help as we did not commit enough time and resource to this.	- Interweave community feedback into the 2026 strategic and annual plans. - Establish school PTA in 2026 based on an annual plan of events. - Invest more time into local networks to connect with local experts to enrich learning.
INITIATIVE 2	- We had a proactive lead in the wellbeing role who committed significant time and effort to the role. - Key barrier was funding to enable further activities to enhance plan. - DBS Beat time was very popular with tamariki and kaiako. It significantly enhanced kura culture.	- Wellbeing lead to continue in roll in 2026. - Plan to service the wellbing of staff to be enhanced. - Wellbeing lead to lead the Pulse wellbeing for tamariki programme to gain regular health and wellbeing feedback from tamariki.

2025 ANNUAL PLAN

GROW EXCEPTIONAL TEACHERS

	TERM 1	TERM 2	TERM 3	TERM 4
INITIATIVE 3 *Grow leadership skills for all.*	- 2 coaching sessions as intro. First led by Sandy. Second by SLT at syndicate hui.	- Staff hui assigned to share personal leadership progress from theory learning and practice implementation. - Coaching sessions on leadership models and best practice.		- 1 coaching session on presentation. - PGC leadership growth presentations share and celebrate.
	-Undertake inquiry into leadership within schools to form basis of 2025 Professional Growth Cycle mahi for all.			
INITIATIVE 4 *Develop exceptional teacher responses.*	- Coaching sessions on the implementation of Maths No Problem. - Development of learning progressions in writing.	- Regular review and develop hui on using Maths No Problem as a tool. - Learning progressions in writing implemented in all classrooms as a version 1.0. Progress reviewed in syndicate and staff hui with modifications made as necessary.		- Review Maths no problem programme impact. - Review learning progressions in writing impact. - Develop 2026 strategy.

Initiative	Outcomes - What Happened?
INITIATIVE 3	- We have not met the Key Performance Tasks (KPTs) set out in the annual plan for this initiative. Due to termly absence of the principal who was assigned to lead this initiative we pivoted away from this focus for teacher PGCs to a focus on individual reflective practice on developments through implementing the refreshed english and maths curriculum. - Leadership development has continued at the SLT level with internal PD undertaken in strategic plan review, and development, and ERO School Improvement Framework implementation, analysis, and next step creation.
INITIATIVE 4	- The implementation of "Maths No Problem" school wide in 2025 has been very successful. Coaching sessions at the start of the year along with PD was offered to provide initial support for all teachers. The teaching team have met regularly through the year to develop their approaches using the tool refining around learning needs as required. - Writing progressions using the refreshed curriculum have been established by year end for Year 0 - 6. The process was hampered by frequent MoE changes which led to us only being able to offer teachers the ability to use progressions from Term 3 onwards.

2025 ANNUAL PLAN

GROW EXCEPTIONAL TEACHERS

	TERM 1	TERM 2	TERM 3	TERM 4
INITIATIVE 3 *Grow leadership skills for all.*	- 2 coaching sessions as intro. First led by Sandy. Second by SLT at syndicate hui.	- Staff hui assigned to share personal leadership progress from theory learning and practice implementation. - Coaching sessions on leadership models and best practice.		- 1 coaching session on presentation. - PGC leadership growth presentations share and celebrate.
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Initiative	Why did it happen? Any Barriers?	Where to next?
INITIATIVE 3	- We did not achieve initiative as planned as the success of the initiative was dependent on the principal being present and leading. In reflection there was not a contingency inbuilt to the initiative to cater for this event. - The pivot to a new PGC focus occurred in Term 3 due to identified teacher need from curriculum changes.	- The template used for PGC in 2025 will be used again in 2026 with a slight modification away from the Common Practice Model structure. - Experienced teachers will undertake their own line of inquiry based in 2025 next step findings. Beginning teachers will undertake the same topic of inquiry TBC.
INITIATIVE 4	- The implementation of Maths No Problem at DBS was effective due to significant support being offered to all teachers throughout year and all teachers undertaking the programme for the year. - The writing progression progress was more limited than expected due to MoE changes in October which nullified a lot of the work undertaken prior to this date.	- Continuation of the use of Maths No Problem as a tool in 2026. Continued internal PD for all teachers focussing on assessment. - Writing progressions now completed to be used by all Year 0 - 6 teachers to assist with next learning steps and coverage. - Year 7 - 8 teachers to create the Year 7 - 8 progressions.

2025 ANNUAL PLAN

BUILD DBS AS A COMMUNITY HUB

	TERM 1	TERM 2	TERM 3	TERM 4
INITIATIVE 5 ***Develop Te Ao, Te Reo, Tikanga Maori kaupapa***	- Regular Hui with Maori Achievement Collaborative, Te Kawerau A Maki to support kura tikanga & kaupapa development, kura Te Reo name & Rumaki design. - Establish Rumaki foundation team, learning approach & resources. - Termly Whānau Hui to establish kaupapa of the Rumaki learning programme. Consultation on final kaupapa & organisation. - Property hui with MOE. - Develop Rumaki kaupapa/essence statement, curriculum, organisation & procedures (enrolment, kaimahi kaupapa).			
INITIATIVE 6 ***Establish DBS Wellbeing Room***	- Introduce our trauma informed team. Present mission statement and kaupapa work with Te Kawerau A Maki to gift a Room Name and mission statement. Inclusive space reflecting our kura values - Develop communications on how this space presents for our students disengaged/in a state of overwhelm' - Create a trauma informed culture in our kura that supports, students ,staff and our community. - Establish student sensory profiles / mindfulness / friendship programmes /lego creators /interests to engage.			

Initiative	Outcomes - What Happened?
INITIATIVE 5	- We have continued to partner with Te Kawerau A Maki and MAC in 2025. Oir focus has been on the embedding of our kura pepeha across our kura and the unveiling of our kura pepeha wall display which we have achieved. Whānau hui has occurred throughout the year to collate community hopes and aspirations for Te Ao Māori at our kura. - Our 2026 strategic plan and annual plan has been developed in partnership with mana whenua and MAC focussed on developing a value led kura with a strong Te Tiriti lens. - Rumaki and developed Te Reo name for our kura remain in the development stage.
INITIATIVE 6	- Our trauma informed room "Te Wahi Aroha" has been established in 2025 led by our SENCO. Kaupapa of space is centred around our kura values and designed around our tamariki needs. Trauma and neurodiverse PD has been undertaken by all staff. Our SENCO, SWiS and support staff have used the space to support children from across the kura. - The use of the space has been shared with whānau of children who are supported by an individual education or behaviour plan. - We have established friendship prgrammes, a lego group, and undertaken yoga sessions from the space in 2025.

2025 ANNUAL PLAN

BUILD DBS AS A COMMUNITY HUB

	TERM 1	TERM 2	TERM 3	TERM 4
INITIATIVE 5 *Develop Te Ao, Te Reo, Tikanga Maori kaupapa*	- Regular Hui with Maori Achievement Collaborative, Te Kawerau A Maki to support kura tikanga & kaupapa development, kura Te Reo name & Rumaki design. - Termly Whānau Hui to establish kaupapa of the Rumaki learning programme. Consultation on final kaupapa & organisation. - Property hui with MOE. - Develop Rumaki kaupapa/essence statement, curriculum, organisation & procedures (enrolment, kaimahi kaupapa).			- Establish Rumaki foundation team, learning approach & resources.
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Initiative	Why did it happen? Any Barriers?	Where to next?
INITIATIVE 1	- Our partnership with Te Kawerau A Maki and MAC continues to flourish. Quality PD has been offered to all teachers which has developed practice school wide. - Rumaki development has been set to one side as we develop our kura tikanga school wide first.	- Continued partnership with Te Kawerau A Maki and MAC to assist with kura name development in 2026. - Rumaki development and implementation plan for 2026 to be designed in partnership with mana whenua.
INITIATIVE 2	- Te Wahi Aroha has effectivcely met the needs of many of our trauma affected / neurodiverse students. Investment in staffing to lead the project was paramount. - Key barrier in the special education space remains to be resourcing. We were not able to have the space open for the lengths of time we wished it to be due to staffing challenges.	- Continued development of Te Wahi Aroha with a teacher full time. - Targeted groups to further use the space. - Development of mindfulness activities offered and additional resourcing plan to be developed to further meet children's needs.

DON BUCK SCHOOL

ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1262
Principal:	Sandy Stirling
School Address:	124 Don Buck Road, Massey, Auckland
School Postal Address:	124 Don Buck Road, Massey, Auckland
School Phone:	(09) 833 6005
School Email:	office@donbuck.school.nz
Accountant / Service Provider:	Shore Chartered Accountant

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Ershad Ali	Presiding Member	Elected	2025
Sandy Stirling	Principal ex Officio	-	-
Mary-Anne Carr-Neil	Parent Representative	Elected	2025
Trevor Palupe-Grant	Parent Representative	Elected	2025
Tiffany Douglas	Parent Representative	Elected	2025
Priyanka Negi	Parent Representative	Elected	2028
Ana Pickering	Parent Representative	Elected	2025
Heydon Hohaia	Staff Representative	Elected	2028
Elizabeth Mahakitau/Palupe-Grant	Presiding Member	Elected	2028
Danielle Harrison	Parent Representative	Elected	2028
Hanna Cho	Parent Representative	Elected	2028
Amanda Moore	Parent Representative	Elected	2028

DON BUCK SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Don Buck School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

ELIZABETH MAHAKITAU	
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
28.05.2026	
Date	Date

Don Buck 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	3,308,402	2,835,496	3,180,969
Locally Raised Funds	3	63,076	42,000	78,390
Interest		5,795	6,000	16,578
Gain on Sale of Property, Plant and Equipment		-	-	1,373
Other Revenue		-	-	13,029
Total Revenue		3,377,273	2,883,496	3,290,339
Expense				
Locally Raised Funds	3	79,845	31,000	47,794
Learning Resources	4	2,160,476	1,552,037	1,843,109
Administration	5	387,379	243,928	504,976
Interest		3,610	-	3,617
Property	6	832,233	1,105,300	903,339
Loss on Disposal of Property, Plant and Equipment		107	-	-
Total Expense		3,463,650	2,932,265	3,302,835
Net Surplus / (Deficit) for the year		(86,377)	(48,769)	(12,496)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(86,377)	(48,769)	(12,496)

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

Don Buck 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		446,349	446,349	458,845
Total comprehensive revenue and expense for the year		(86,377)	(48,769)	(12,496)
Distributions to the Ministry of Education		(16,047)	-	-
Equity at 31 December		343,925	397,580	446,349
Accumulated comprehensive revenue and expense		343,925	397,580	446,349
Equity at 31 December		343,925	397,580	446,349

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.

Don Buck 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	99,491	82,723	284,748
Accounts Receivable	8	169,980	147,900	143,842
GST Receivable		28,243	6,300	23,642
Prepayments		9,888	18,300	16,127
Investments		80,317	100,000	100,317
Funds Receivable for Capital Works Projects	15	14,483	-	62,537
		402,402	355,223	631,213
Current Liabilities				
Accounts Payable	11	286,002	195,900	311,623
Borrowings	12	5,709	5,709	5,709
Provision for Cyclical Maintenance	13	41,774	-	43,862
Finance Lease Liability	14	14,753	8,640	14,358
Funds held for Capital Works Projects	15	18,620	-	-
		366,858	210,249	375,552
Working Capital Surplus/(Deficit)		35,544	144,974	255,661
Non-current Assets				
Property, Plant and Equipment	10	397,028	389,663	273,532
Work in Progress	10	-	-	19,892
		397,028	389,663	293,424
Non-current Liabilities				
Borrowings	12	11,418	11,418	17,127
Provision for Cyclical Maintenance	13	64,375	114,289	83,112
Finance Lease Liability	14	12,854	11,350	22,389
		88,647	137,057	122,628
Net Assets		343,925	397,580	426,457
Equity		343,925	397,580	446,349

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

Don Buck 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		807,437	605,115	764,150
Locally Raised Funds		63,075	42,000	91,419
Goods and Services Tax (net)		(4,599)	17,342	(9,810)
Payments to Employees		(543,991)	(417,780)	(445,453)
Payments to Suppliers		(427,093)	(373,690)	(343,240)
Interest Paid		(3,610)	-	(3,617)
Interest Received		4,304	5,947	16,649
Net cash from/(to) Operating Activities		(104,477)	(121,066)	70,098
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(135,397)	(141,239)	(39,377)
Proceeds from Sale of Investments		20,000	20,209	-
Net cash from/(to) Investing Activities		(115,397)	(121,030)	(39,377)
Cash flows from Financing Activities				
Distributions to Ministry of Education		(17,206)	-	-
Finance Lease Payments		(9,141)	(16,757)	3,520
Repayment of Borrowings		(5,709)	(5,709)	(5,709)
Funds Administered on Behalf of Other Parties		66,673	62,537	(30,589)
Net cash from/(to) Financing Activities		34,617	40,071	(32,778)
Net increase/(decrease) in cash and cash equivalents		(185,257)	(202,025)	(2,057)
Cash and cash equivalents at the beginning of the year	7	284,748	284,748	286,805
Cash and cash equivalents at the end of the year	7	99,491	82,723	284,748

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.

Don Buck School
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Don Buck 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 13.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

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

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

g) 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.

h) 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	10–40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

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

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

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

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

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.

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

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

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

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

l) 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.

m) 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.

n) 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, borrowings, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

o) Borrowings
Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Government Grants - Ministry of Education	896,282	685,496	809,361
Teachers' Salaries Grants	1,625,834	1,250,000	1,404,431
Use of Land and Buildings Grants	644,283	900,000	697,979
Ka Ora, Ka Ako - Healthy School Lunches Programme	142,003	-	269,198
	3,308,402	2,835,496	3,180,969

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	-	-	57,664
Fees for Extra Curricular Activities	3,862	6,000	1,492
Trading	2,557	26,000	5,171
Fundraising and Community Grants	45,468	10,000	14,063
Other Revenue	11,189	-	-
	63,076	42,000	78,390
Expense			
Extra Curricular Activities Costs	35,271	26,000	24,163
Trading	9,101	2,000	15,870
Fundraising and Community Grant Costs	14,357	3,000	7,761
Other Locally Raised Funds Expenditure	21,116	-	-
	79,845	31,000	47,794
Surplus/ (Deficit) for the year Locally Raised Funds	(16,769)	11,000	30,596

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	65,302	32,337	62,756
Information and Communication Technology	20,833	21,200	21,457
Employee Benefits - Salaries	2,017,834	1,440,000	1,688,153
Staff Development	4,561	13,000	19,832
Depreciation	51,579	45,000	50,911
Other Learning Resources	367	500	-
	2,160,476	1,552,037	1,843,109

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	13,354	11,750	10,308
Board Fees and Expenses	6,840	9,630	4,316
Other Administration Expenses	39,773	39,446	44,618
Employee Benefits - Salaries	156,154	158,602	147,485
Insurance	10,091	9,500	8,324
Service Providers, Contractors and Consultancy	19,164	15,000	20,727
Ka Ora, Ka Ako - Healthy School Lunches Programme	142,003	-	269,198
	387,379	243,928	504,976

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	39,005	39,000	33,671
Cyclical Maintenance	(20,825)	22,000	15,203
Heat, Light and Water	17,262	13,500	14,437
Repairs and Maintenance	59,590	37,100	46,896
Use of Land and Buildings	644,283	900,000	697,979
Employee Benefits - Salaries	62,667	69,000	64,791
Other Property Expenses	30,251	24,700	30,362
	832,233	1,105,300	903,339

7. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	99,037	82,423	284,494
Short-term Bank Deposits	454	300	254
Cash and cash equivalents for Statement of Cash Flows	99,491	82,723	284,748

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

Of the $99,491 Cash and Cash Equivalents $18,620 is subject to restrictions for the following reasons:

• $18,620 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables from the Ministry of Education	2,469	1,500	-
Interest Receivable	369	1,400	1,347
Teacher Salaries Grant Receivable	167,142	145,000	142,495
	169,980	147,900	143,842
Receivables from Exchange Transactions	369	1,400	1,347
Receivables from Non-Exchange Transactions	169,611	146,500	142,495
	169,980	147,900	143,842

9. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	80,317	100,000	100,317
Total Investments	80,317	100,000	100,317

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	$	$	$	$	$	$
Buildings	173,868	-	-	-	(7,745)	**166,123**
Furniture and Equipment	75,125	147,172	-	-	(23,343)	**198,954**
Information and Communication Technology	8,176	-	-	-	(6,993)	**1,183**
Leased Assets	21,717	6,213	-	-	(11,456)	**16,474**
Library Resources	14,538	1,905	(107)	-	(2,042)	**14,294**
Work in Progress	19,892	-	(19,892)	-	-	-
	313,316	155,290	(19,999)	-	(51,579)	**397,028**

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	$	$	$	$	$	$
Buildings	431,955	(265,832)	**166,123**	431,955	(258,087)	**173,868**
Building Improvements	124,874	(124,874)	-	124,874	(124,874)	-
Furniture and Equipment	361,377	(162,422)	**198,955**	194,314	(139,081)	**55,233**
Information and Communication Technology	83,386	(82,204)	**1,182**	83,386	(75,210)	**8,176**
Leased Assets	44,126	(27,652)	**16,474**	37,913	(16,196)	**21,717**
Library Resources	35,240	(20,946)	**14,294**	33,582	(19,044)	**14,538**
	1,080,958	(683,930)	**397,028**	925,916	(632,492)	**293,424**

11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	15,782	18,200	56,895
Accruals	29,133	15,800	16,274
Banking Staffing Overuse	14,684	-	78,881
Employee Entitlements - Salaries	213,895	151,600	148,351
Employee Entitlements - Leave Accrual	12,508	10,300	11,222
	286,002	195,900	311,623
Payables for Exchange Transactions	286,002	195,900	311,623
	286,002	195,900	311,623

The carrying value of payables approximates their fair value.

12. Borrowings

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Loans due in one year	5,709	5,709	5,709
	5,709	5,709	5,709
Loans due after one year	11,418	11,418	17,127
	11,418	11,418	17,127

The school has borrowings at 31 December 2025 of $11,418 (31 December 2024 $17,127). This loan is from Energy Efficiency and Conservation Authority for the purpose of upgrading the school lighting to LED. The loan does not have interest and is payable in 20 equal instalments of $1,427.25.

13. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	126,974	98,000	122,368
Increase/(decrease) to the Provision During the Year	(20,825)	22,000	15,203
Use of the Provision During the Year	-	(5,711)	(10,597)
Provision at the End of the Year	106,149	114,289	126,974
Cyclical Maintenance - Current	41,774	-	43,862
Cyclical Maintenance - Non current	64,375	114,289	83,112
	106,149	114,289	126,974

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan.

14. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	15,569	13,050	19,612
Later than One Year	14,867	12,940	22,360
Future Finance Charges	(2,829)	(6,000)	(5,225)
	27,607	19,990	36,747
Represented by			
Finance lease liability - Current	14,753	8,640	14,358
Finance lease liability - Non current	12,854	11,350	22,389
	27,607	19,990	36,747

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2025	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
Flood Damage	(232)	-	-	-	(232)
MOE 5YA Asbestos surveying	(6,853)	-	-	6,853	-
MOE 5YA Project Carpet & Pinboard 1,7	(34,362)	88,920	(68,809)	-	(14,251)
MOE 5YA Project- Window & Deck Replacement 8,9	(6,587)	47,610	(28,742)	-	12,281
MOE Project, PA System	(14,503)	-	(980)	15,483	-
MOE Property Project, 5YA Roof Replacement	-	60,887	(47,695)	(6,853)	6,339
MOE Property Project Bell System	-	12,068	(2,200)	(9,868)	-
MOE 5YA Project: 3,4,7 RTLB Electrical Upgrades & Lighting Replacement	-	34,200	(34,200)	-	-
Totals	(62,537)	243,685	(182,626)	5,615	4,137
Represented by:					
Funds Held on Behalf of the Ministry of Education					18,620
Funds Receivable from the Ministry of Education					(14,483)

2024	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
Shade sails	(14,383)	-	(7,500)	21,883	-
Modernisation	(6,714)	46,633	-	(39,919)	-
CCTV Investigation Excavate	-	67,500	(67,500)	-	-
Ramp/Stairs	(4,050)	-	4,050	-	-
Flood Damage	(232)	-	-	-	(232)
MOE 5YA Asbestos surveying	(6,853)	-	-	-	(6,853)
MOE 5YA Project Carpet & Pinboard 1,7	(34,362)	-	-	-	(34,362)
MOE 5YA Project- Window & Deck Replacement 8,9	(6,587)	-	-	-	(6,587)
MOE Project, PA System	(14,503)	-	-	-	(14,503)
Totals	(87,684)	114,133	(70,950)	(18,036)	(62,537)
Represented by:					
Funds Held on Behalf of the Ministry of Education					-
Funds Receivable from the Ministry of Education					(62,537)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	3,165	2,530
Leadership Team		
Remuneration	555,169	490,986
Full-time equivalent members	4	4
Total key management personnel remuneration	558,334	493,516

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2025 FTE Number	2024 FTE Number
100 - 110	3.00	3.00
110 - 120	4.00	1.00
120 - 130	0.00	1.00
	7.00	5.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts 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.

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commmitments (2024: $84,288)

(b) Operating Commitments

As at 31 December 2025, the Board has entered into no operating contracts: (2024: Nil)

21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Cash and Cash Equivalents	99,491	82,723	284,748
Receivables	169,980	147,900	143,842
Investments - Term Deposits	80,317	100,000	100,317
Total financial assets measured at amortised cost	349,788	330,623	528,907

Financial liabilities measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Payables	286,002	195,900	311,623
Borrowings - Loans	11,418	11,418	17,127
Finance Leases	27,607	19,990	36,747
Total financial liabilities measured at amortised cost	325,027	227,308	365,497

22. Events After Balance Date

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

23. Comparatives

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