

MOKAU SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2200

Principal: Maryann Symonds

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Accountant / Service Provider:

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MOKAU SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Mokau 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.

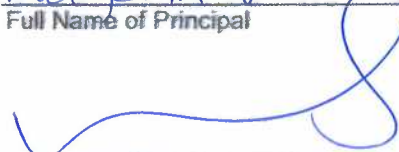
The School's 2025 financial statements are authorised for issue by the Board.

Maree Norma Jones
Full Name of Presiding Member


Signature of Presiding Member

29-5-2026
Date

Marjann Vanessa Symonds
Full Name of Principal


Signature of Principal

29/05/2026
Date

Mokau 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	628,199	541,127	609,232
Locally Raised Funds	3	41,562	35,650	26,830
Interest		5,581	4,000	13,625
Total Revenue		675,342	580,777	649,687
Expense				
Locally Raised Funds	3	20,428	12,700	2,047
Learning Resources	4	419,791	366,210	392,119
Administration	5	111,251	115,725	112,276
Interest		641	408	597
Property	6	110,169	113,581	118,771
Loss on Disposal of Property, Plant and Equipment		1	-	385
Total Expense		662,281	608,624	626,195
Net Surplus / (Deficit) for the year		13,061	(27,847)	23,492
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		13,061	(27,847)	23,492

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



Mokau 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		499,998	471,013	462,699
Total comprehensive revenue and expense for the year		13,061	(27,847)	23,492
Contribution - Furniture and Equipment Grant		1,716	-	-
Contributions from the Ministry of Education - Te Mana Tuhono		-	-	13,807
Equity at 31 December		514,775	443,166	499,998
Accumulated comprehensive revenue and expense		514,775	443,166	499,998
Equity at 31 December		514,775	443,166	499,998

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.



Mokau School

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	128,244	116,827	287,752
Accounts Receivable	8	38,976	24,961	34,952
GST Receivable		2,171	-	27,547
Prepayments		1,908	4,895	4,589
Inventories	9	7,959	2,171	12,903
Investments	10	103,173	92,655	98,235
Funds Receivable for Capital Works Projects	16	15,791	-	-
		<u>298,222</u>	<u>241,509</u>	<u>465,978</u>
Current Liabilities				
GST Payable		-	5,850	-
Accounts Payable	12	45,295	31,148	41,010
Revenue Received in Advance	13	4,000	1,041	104
Provision for Cyclical Maintenance	14	-	19,200	5,082
Finance Lease Liability	15	2,388	2,338	1,824
Funds held for Capital Works Projects	16	-	-	199,821
		<u>51,683</u>	<u>59,577</u>	<u>247,841</u>
Working Capital Surplus/(Deficit)		<u>246,539</u>	<u>181,932</u>	<u>218,137</u>
Non-current Assets				
Property, Plant and Equipment	11	276,270	274,515	288,861
		<u>276,270</u>	<u>274,515</u>	<u>288,861</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	3,101	7,561	3,104
Finance Lease Liability	15	4,933	5,720	3,896
		<u>8,034</u>	<u>13,281</u>	<u>7,000</u>
Net Assets		<u><u>514,775</u></u>	<u><u>443,166</u></u>	<u><u>499,998</u></u>
Equity		<u><u>514,775</u></u>	<u><u>443,166</u></u>	<u><u>499,998</u></u>

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



Mokau School
Statement of Cash Flows
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		208,329	187,680	221,969
Locally Raised Funds		43,899	35,650	26,134
Goods and Services Tax (net)		25,768	-	(33,397)
Payments to Employees		(118,697)	(102,400)	(131,378)
Payments to Suppliers		(98,274)	(164,437)	(112,703)
Interest Paid		(641)	(408)	(597)
Interest Received		6,082	-	13,488
Net cash from/(to) Operating Activities		66,466	(43,915)	(16,484)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(2,334)	(3,950)	(24,195)
Purchase of Investments		(4,937)	-	(5,581)
Net cash from/(to) Investing Activities		(7,271)	(3,950)	(29,776)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,716	-	-
Finance Lease Payments		(1,907)	(2,935)	(1,453)
Funds Administered on Behalf of Other Parties		(218,512)	-	167,838
Net cash from/(to) Financing Activities		(218,703)	(2,935)	166,385
Net increase/(decrease) in cash and cash equivalents		(159,508)	(50,800)	120,125
Cash and cash equivalents at the beginning of the year	7	287,752	167,627	167,627
Cash and cash equivalents at the end of the year	7	128,244	116,827	287,752

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.



Mokau School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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 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.

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.

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and livestock. 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	50 years
Building Improvements	5-20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

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.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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) 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.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 11 to 15 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.

s) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.



t) 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.

u) 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.

v) Budget Figures

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

w) 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	172,991	156,914	194,284
Teachers' Salaries Grants	326,468	267,742	288,220
Use of Land and Buildings Grants	92,487	81,671	92,890
Ka Ora, Ka Ako - Healthy School Lunches Programme	36,253	34,800	33,838
	628,199	541,127	609,232

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	8,600	10,000	10,032
Fees for Extra Curricular Activities	3,340	2,800	3,940
Trading	13,053	6,300	385
Fundraising and Community Grants	4,262	4,250	93
Other Revenue	833	-	696
School House	11,474	12,300	11,684
	41,562	35,650	26,830
Expense			
Extra Curricular Activities Costs	2,998	-	1,907
Trading	7,554	3,100	(7,256)
Fundraising and Community Grant Costs	155	-	-
School House	9,721	9,600	7,396
	20,428	12,700	2,047
<i>Surplus for the year Locally Raised Funds</i>	21,134	22,950	24,783

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	8,790	15,825	9,065
Employee Benefits - Salaries	374,890	302,442	348,693
Staff Development	7,311	18,550	10,272
Depreciation	21,916	17,643	18,326
Other Learning Resources	444	150	380
Extra Curricular Activities	6,440	11,600	5,383
	419,791	366,210	392,119



5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	8,987	3,695	6,833
Board Fees and Expenses	5,828	6,300	5,925
Other Administration Expenses	10,565	16,210	10,004
Employee Benefits - Salaries	50,524	49,500	53,153
Insurance	339	-	339
Service Providers, Contractors and Consultancy	5,340	5,140	6,198
Ka Ora, Ka Ako - Healthy School Lunch Programme	29,668	34,880	29,824
	<u>111,251</u>	<u>115,725</u>	<u>112,276</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	(5,085)	2,660	(2,915)
Heat, Light and Water	6,922	5,300	10,241
Rates	1,975	2,600	1,419
Repairs and Maintenance	10,149	15,800	15,273
Use of Land and Buildings	92,487	81,671	92,890
Other Property Expenses	3,721	5,550	1,863
	<u>110,169</u>	<u>113,581</u>	<u>118,771</u>

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	128,244	116,827	257,752
Short-term Bank Deposits	-	-	30,000
Cash and cash equivalents for Statement of Cash Flows	<u>128,244</u>	<u>116,827</u>	<u>287,752</u>

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

Of the \$128,244 Cash and Cash Equivalents \$4,000 is subject to restrictions for the following reasons:

- \$4,000 of Revenue Received in Advance is held by the school, as disclosed in note 13.



8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	1,510	680	680
Receivables from the Ministry of Education	5,198	-	3,138
Interest Receivable	1,100	1,464	1,601
Teacher Salaries Grant Receivable	31,168	22,817	29,533
	<u>38,976</u>	<u>24,961</u>	<u>34,952</u>
Receivables from Exchange Transactions	2,610	2,144	2,281
Receivables from Non-Exchange Transactions	36,366	22,817	32,671
	<u>38,976</u>	<u>24,961</u>	<u>34,952</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	109	171	103
Livestock	7,850	2,000	12,800
	<u>7,959</u>	<u>2,171</u>	<u>12,903</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	103,173	92,655	98,235
Total Investments	<u>103,173</u>	<u>92,655</u>	<u>98,235</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	138,000	-	-	-	-	138,000
Board-owned Buildings	49,570	2,900	-	-	(1,813)	50,657
Building Improvements	43,628	-	-	-	(3,180)	40,448
Furniture and Equipment	13,666	616	-	-	(4,093)	10,189
Information and Communication Technology	38,170	1,480	-	-	(9,795)	29,855
Leased Assets	5,465	4,092	-	-	(2,886)	6,671
Library Resources	362	238	(1)	-	(149)	450
	288,861	9,326	(1)	-	(21,916)	276,270

The net carrying value of equipment held under a finance lease is \$6,671 (2024: \$5,465)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	138,000	-	138,000	138,000	-	138,000
Board-owned Buildings	82,865	(32,208)	50,657	79,965	(30,395)	49,570
Building Improvements	93,976	(53,528)	40,448	97,180	(53,552)	43,628
Furniture and Equipment	79,189	(69,000)	10,189	79,185	(65,519)	13,666
Information and Communication Technology	57,276	(27,421)	29,855	56,422	(18,252)	38,170
Leased Assets	13,846	(7,175)	6,671	9,754	(4,289)	5,465
Library Resources	636	(186)	450	2,548	(2,186)	362
	465,788	(189,518)	276,270	463,054	(174,193)	288,861

12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,591	5,006	6,034
Accruals	5,991	2,404	4,555
Employee Entitlements - Salaries	31,168	22,817	29,533
Employee Entitlements - Leave Accrual	545	921	888
	45,295	31,148	41,010
Payables for Exchange Transactions	45,295	31,148	41,010
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	45,295	31,148	41,010

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue in Advance	4,000	-	-
Grants in Advance - Ministry of Education	-	1,041	104
	4,000	1,041	104

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	8,186	24,101	21,101
Increase/(decrease) to the Provision During the Year	(5,085)	2,660	(2,915)
Use of the Provision During the Year	-	-	(10,000)
Provision at the End of the Year	3,101	26,761	8,186
Cyclical Maintenance - Current	-	19,200	5,082
Cyclical Maintenance - Non current	3,101	7,561	3,104
	3,101	26,761	8,186

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2035. This plan is based on the School's 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	2,897	2,338	2,218
Later than One Year	5,388	5,720	4,328
Future Finance Charges	(964)	-	(826)
	7,321	8,058	5,720
Represented by			
Finance lease liability - Current	2,388	2,338	1,824
Finance lease liability - Non current	4,933	5,720	3,896
	7,321	8,058	5,720



16. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
A:Roof, Windows, Alarm, Structural		239433	199,821	59,030	(274,642)	-	(15,791)
Totals			199,821	59,030	(274,642)	-	(15,791)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(15,791)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
A:Roof, Windows, Alarm, Structural		239433	31,983	903,220	(735,382)	-	199,821
Totals			31,983	903,220	(735,382)	-	199,821

Represented by:

Funds Held on Behalf of the Ministry of Education	199,821
Funds Receivable from the Ministry of Education	-

17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

\$2,000 worth of cattle was purchased from PD & MN Jones, which is a business owned by the Presiding Member.

\$The rent for the School house is \$220.



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 \$
<i>Board Members</i> Remuneration	2,690	3,050
<i>Leadership Team</i> Remuneration Full-time equivalent members	147,276 1.00	129,477 1.00
Total key management personnel remuneration	<u>149,966</u>	<u>132,527</u>

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (5 members) committees that met 8 and 8 times respectively. 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	140 - 150	120 - 130
Benefits and Other Emoluments	4 - 5	3 - 4
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
	<u>0.00</u>	<u>0.00</u>

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



19. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	0

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.

21. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$26,210 (2024: \$313,101) as a result of entering the following contracts:

	Remaining Capital Commitment
Contract Name	\$
A:Roof, Windows, Alarm, Structural	26,210
Total	<u>26,210</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).



22. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	128,244	116,827	287,752
Receivables	38,976	24,961	34,952
Investments - Term Deposits	103,173	92,655	98,235
Total financial assets measured at amortised cost	<u>270,393</u>	<u>234,443</u>	<u>420,939</u>

Financial liabilities measured at amortised cost

Payables	45,295	31,148	41,010
Finance Leases	7,321	8,058	5,720
Total financial liabilities measured at amortised cost	<u>52,616</u>	<u>39,206</u>	<u>46,730</u>

23. Events After Balance Date

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

24. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Mokau School (the School). The Auditor-General has appointed me, Mark Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, 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 Responsibility, 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 Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Te Tiriti o Waitangi Statement, Statement of Compliance with Employment Policy, Board Member Schedule, 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.

A handwritten signature in black ink, appearing to read 'Mark Fraser'.

Mark Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



Mokau School Statement of Variance and Literacy and Numeracy Achievement 2025

The achievement reports are based on the progress outcomes of the refreshed NZ English Curriculum (Year 0-6), NZ English Curriculum (Year 7 and 8) and the refreshed NZ mathematics and Statistics Curriculum (Year 0-8). The interim progress descriptors provided by the Ministry of Education have been used in these reports and are explained below.

Four Descriptors	Details
Needs support	Students; <ul style="list-style-type: none">• Are not meeting expectations for their year level and need support to help them develop sufficient knowledge and skills (as described in the year-by-year teaching sequence).• Can complete tasks with significant guidance and assistance.• Need adjusted classroom practice, tailored responses, or additional learning support.

<p>Progressing towards</p>	<p>Students;</p> <ul style="list-style-type: none"> ● Are progressing towards meeting the curriculum expectations for their year level. ● Can complete tasks with some guidance and assistance. ● Need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills (as described in the year-by-year teaching sequence).
<p>Proficient</p>	<p>Students;</p> <ul style="list-style-type: none"> ● Are meeting expectations for their year level. ● Can consistently complete tasks accurately and independently, and show they are continuing to develop sufficient knowledge and skills (as described in the year-by-year teaching sequence). They are making the expected progress to achieve the end of phase progress outcomes. ● Need continued responsive learning experiences to allow for deeper exploration of the curriculum.
<p>Exceeding</p>	<p>Students;</p> <ul style="list-style-type: none"> ● Are exceeding expectations for their year level. ● Can consistently demonstrate an advanced understanding of concepts, knowledge and skills for their year level. This means they can clearly communicate their thinking, and transfer knowledge to a range of situations. ● Need extended learning and enrichment activities through the breadth and depth of the curriculum.

Classroom teachers have used a variety of evidence to form an overall teacher judgement for reading, writing and mathematics. This includes literacy assessments, maths snapshot assessments and skilled classroom observations to assess student learning against the refreshed curriculums for the first time. Below is a statement from the Ministry of Education explaining how this could affect the description of a learner’s progress as we introduce the new curriculum.

Statement from the Ministry of Education to Support Schools with Reporting to Parents



As part of our focus on lifting student achievement we have introduced new, knowledge-rich and internationally-comparable curriculum this year for Maths in Years 0–8 and English in Years 0–6, and Te Reo Rangatira Years 0-6 and Pāngarau Years 0-8 wāhanga ako.

This means we are currently changing from the old to the new curriculum. We want to acknowledge that schools and kura will only have been using the new curricula from the start of 2025, which includes new teaching and assessment methods and content.

Because of this you could see a change in your child’s progress or achievement compared to previous years which may be the result of changes in the curriculum expectations for your child’s year level. If you have concerns or questions about your child’s achievement, we strongly suggest you talk with your child’s teacher or kaiako. They will also have used their own observations, classroom tasks and other tests to report on the progress your child is making.



Literacy and Numeracy Achievement data and analysis 2025

Executive Summary

In 2025, Mōkau School successfully began implementing the refreshed New Zealand Curriculum for English and Mathematics, marking a significant step in aligning teaching and assessment with updated national progress outcomes. Across Reading, Writing, and Mathematics, the majority of learners achieved at the 'Proficient' level, demonstrating consistent progress. A small group of students required targeted Tier 2 and Tier 3 support, with interventions showing positive growth. Teacher professional learning, including structured literacy and mathematics development, has strengthened classroom practice. The Board is encouraged to continue supporting professional development and targeted intervention programmes to ensure continued progress and equity.

Background and Framework

Achievement judgements are based on the Refreshed New Zealand English Curriculum (Years 0–8) and the Refreshed Mathematics and Statistics Curriculum. Interim progress descriptors provided by the Ministry of Education have guided overall teacher judgements. Teachers used multiple forms of evidence, including assessments and classroom observations, to evaluate progress against these descriptors for the first time in 2025. In response to ERO recommendations we have ensured analysis of data takes a deeper look at wider groups of students including gender analysis.

Mathematics (Refreshed Curriculum)2025

Mid Year 25 students

End of Year 25 students

	Needs Support	Progressing towards	Proficient	Exceeding	Needs Support	Progressing towards	Proficient	Exceeding
Year 4-8	1	2	14		1	1	15	
Year 0-3	1	2	5			3	5	
Māori	1	1	6		1	1	6	
European	1	3	13			3	14	
Boys		2	11			2	11	
Girls	2	2	8		1	2	9	
All	2	4	19		1	4	20	

2024 data (New Zealand Curriculum)

Mathematics

Mid Year (24 students included)	End of Year (24 students included)
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	Requires Support	Working towards	At	Above	Requires Support	Working towards	At	Above
Year 0 - 3		1 (11%)	8(89%)				9(100%)	
Year 4		1 (20%)	4(80%)			1(20%)	4(80%)	
Year 5 - 8		4(40%)	6(60%)			1(10%)	9(90%)	
All learners		25%	75%			8.3%	91.6%	
Māori		3(30%)	7(70%)				9(100%)	

Mathematics.

Mid year analysis

6 learners are currently identified as target students in Maths. There is no significant disparity in the achievement according to ethnicity or gender that requires action. The increase in the number of students who are not proficient at expected curriculum levels is not due to a lack of progress but due to significant change in the progress outcomes.

Actions

Target learners

-2 students will receive Tier 3 support (1 to 1 learning for 20 minutes per day, 4 days a week)

-4 students will receive Tier 2 support (small group targeted learning for 20 minutes 4 days a week)

This support is structured to ensure that learners continue to receive the usual classroom instruction as well as targeted learning that provides further explicit instruction and further reinforcement of learning.

Target learners remain a standing item at fortnightly teacher meetings to ensure that regular review of progress occurs and teachers work together to ensure these learners and teachers are appropriately resourced and catered for.

Teacher development

All classroom staff will continue to attend the Refreshed Curriculum Professional Development provided by the MOE. Further support will be sought from PRIME maths providers. Teacher meeting professional development will also focus on Maths twice termly.

End of year summary

Mathematics results show that most students (80%) are proficient or exceeding expectations. While a small number require ongoing support, overall progress remains strong. The increase in students not yet proficient compared to 2024 reflects the recalibration of standards under the refreshed curriculum rather than a decline in performance. Tiered interventions have been implemented, and teacher professional development in PRIME Mathematics and MOE training continues.

Actions for 2026

-Continued professional development for staff

-Become familiar with and implement new assessment and reporting requirements.

-Continue to identify and support Tier 2 and 3 learners.

Reading (Refreshed Curriculum)2025

Mid Year 25 students

End of Year 25 students

	Needs Support	Progressing towards	Proficient	Exceeding	Needs Support	Progressing towards	Proficient	Exceeding
Year 4-8	1	2	14		1	1	15	
Year 0-3	1	3	4		1	2	5	
Māori	1	2	5		1	1	6	
European	1	3	13		1	2	14	
Boys	1	3	9		1	1	11	
Girls	1	2	9		1	2	9	
All	2	5	18		2	3	20	

Achievement Data and Analysis 2024 (NZ Curriculum)

Reading

Mid Year (24 students included)	End of Year
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	Requires Support	Working towards	At	Above	Requires Support	Working towards	At	Above
Year 0 - 3		3 (33%)	6(67%)			1(11%)	8(88%)	
Year 4		1 (20%)	4(80%)			1(20%)	4(80%)	
Year 5 - 8		3(30%)	7(70%)			2(20%)	8(80%)	
All learners		29%	71%			20%	80%	
Māori		4(40%)	6(60%)			1(11%)	8(89%)	

Reading

Mid year analysis

7 learners are currently identified as target students in Reading. There is no significant disparity in the achievement according to ethnicity or gender that requires action. The increase in the number of students who are not proficient at expected curriculum levels is not due to a lack of progress but due to significant change in the progress outcomes.

Actions

Target learners

-2 students will receive Tier 3 support (1 to 1 learning for 20 minutes per day, 4 days a week)

-5 students will receive Tier 2 support (small group targeted literacy learning for 20 minutes 4 days a week)

This support is structured to ensure that learners continue to receive the usual classroom instruction as well as targeted learning that provides further explicit instruction and further reinforcement of learning.

Target learners remain a standing item at fortnightly teacher meetings to ensure that regular review of progress occurs and teachers work together to ensure these learners and teachers are appropriately resourced and catered for.

Teacher development

All classroom staff will continue to participate in targeted professional development. Maryann is about to begin the year long Learning Matters Intervention Training(LMIT) in order to provide evidence-based interventions to support acceleration of target learners. Learning Matters consultant Paula Hastings will spend 1 on 1 time with each teacher on August the 11th to again provide tailored learning for teachers. Nicky and Lynette are completing the MOE funded structured literacy professional development.

End of year analysis

Reading data shows that 88% of students are proficient or exceeding expectations. Targeted Tier 2 and Tier 3 support continues to assist those progressing towards proficiency. Structured Literacy approaches and the Learning Matters professional development have significantly enhanced teacher capability. Māori and European learners are achieving at similar levels, and there is no significant gender disparity.

Actions for 2026

-Continued professional development for staff

-Become familiar with and implement new assessment and reporting requirements.

-Continue to identify and support Tier 2 and 3 learners.

Writing (Refreshed Curriculum)2025

Mid Year 25 students

End of Year 25 students

	Needs Support	Progressing towards	Proficient	Exceeding	Needs Support	Progressing towards	Proficient	Exceeding
Year 4-8	1	2	14		2	1	14	
Year 0-3	1	5	2		1	2	5	
Māori	1	2	5		1	2	5	
European	1	5	11		2	1	14	
Boys	1	4	8		1	2	10	
Girls	1	3	8		2	1	9	
All	2	7	16		3	3	19	

Achievement Data and Analysis 2024 (NZ Curriculum)

Writing

Mid Year (24 students included)					End of Year (24 students included)			
	Requires Support	Working towards	At	Above	Requires Support	Working towards	At	Above
Year 0 - 3		3 (33%)	6(67%)				9(100)	
Year 4		1 (20%)	4(80%)			1(20%)	4(80%)	
Year 5 - 8		3(30%)	7(70%)				10(100%)	
All learners		29%	71%			8.3%	91.6%	
Māori		4(40%)	6(60%)				9(100%)	

Writing

Mid year analysis

9 learners are currently identified as target students in Reading. There is no significant disparity in the achievement according to ethnicity or gender that requires action. The increase in the number of students who are not proficient at expected curriculum levels is not due to a lack of progress but due to significant change in the progress outcomes.

Actions

Target learners

-2 students will receive Tier 3 support (1 to 1 learning for 20 minutes per day, 4 days a week)

-7 students will receive Tier 2 support (small group targeted literacy learning for 20 minutes 4 days a week)

This support is structured to ensure that learners continue to receive the usual classroom instruction as well as targeted learning that provides further explicit instruction and further reinforcement of learning.

Target learners remain a standing item at fortnightly teacher meetings to ensure that regular review of progress occurs and teachers work together to ensure these learners and teachers are appropriately resourced and catered for.

Teacher development

All classroom staff will continue to participate in targeted professional development. Maryann is about to begin the year long Learning Matters Intervention Training(LMIT) in order to provide evidence-based interventions to support acceleration of target learners. Learning Matters consultant Paula Hastings will spend 1 on 1 time with each teacher on August the 11th to again provide tailored learning for teachers. Nicky and Lynette are completing the MOE funded structured literacy professional development.

End of year analysis

Writing achievement data indicates 88% of students are proficient or exceeding expectations. Continued structured literacy implementation and Tier 2/3 supports have maintained strong progress. Professional development through Learning Matters and MOE training continues to upskill teachers and enhance writing instruction. Gender and ethnicity achievement levels are consistent.

Actions for 2026

-Continued professional development for staff

-Become familiar with and implement new assessment and reporting requirements.

-Continue to identify and support Tier 2 and 3 learners.

Overall Summary and Next Steps 2026

Across Literacy and Numeracy, the majority of students at Mōkau School are achieving at the expected progress outcomes. The refreshed curriculum has introduced more rigorous expectations, resulting in adjusted distributions without indicating a decline in performance. Teacher professional learning in Structured Literacy, Learning Matters Intervention Training (LMIT), and Mathematics development will remain priorities. The school will continue to monitor target students through Tier 2 and Tier 3 supports and maintain a focus on equity and progress for all learners.

I wish to acknowledge the exceptional hard work and commitment of our entire team. The amount of new learning and reflection required by teaching staff is immense and they have risen to the challenge with positivity and collegiality. Our learners as a result receive high quality evidence based explicit learning. I am mindful of supporting our team to sustainably implement the new curriculum and regularly remind them that we can not do everything perfectly immediately and that they are making excellent progress. The data shows they are ensuring that they are doing a great job of supporting each and every learner in their care.

Attendance

School systems have been strengthened and developed to support improved attendance and tracking of absence. The school SMS is being utilized to send texts to learners' whanau when an absence has not been notified. The school AMP is complete and ready

to implement in 2026 and regular communication to caregivers takes place through the school newsletter regarding the importance of regular attendance.

Report on how Mōkau School has given effect to Te Tiriti in 2025

Board representation.

In 2025 in consultation with the Maniapoto Regional Management Committee, an approved representative of Maniapoto was co opted onto the Board. The purpose of this appointment was to ensure our Māori whanau were represented at governance level.

Professional development.

All staff were offered the opportunity to participate in Te Ahu o te Reo Māori professional development. It is a requirement of the Teaching Council Code and Standards that kaiako

- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practise and develop the use of te reo and tikanga Māori. Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Strategic planning.

Achievement tracking and targets.

Targets and reporting of achievement and progress closely support and monitor progress of Māori learners.

Kapa haka.

We employ a specialist Kapa haka tutor who comes once a week for an hour. The whole school participates in Kapa Haka.

Classroom timetable and every day use.

Te Reo Māori is timetabled daily. School wide use of Te Reo and tikanga Māori is encouraged and expected. We join in karakia to start and end the day, karakia at kai time, karakia at staff meetings. Deliberate use of Maori kupu

throughout the school day, at school functions and in school communications to the community.

Resources.

We subscribe to Wai Ako online platform. This is to assist kaiako in the delivery of Te Reo Māori and NZ Histories.

Mokau School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Maree Jones	Presiding Member	Elected	Sep 2028
Maryann Symonds	Principal	ex Officio	
Emma-Gene Hutchinson	Parent Representative	Elected	Sep 2028
David Easton	Parent Representative	Elected	Sep 2025
Adrian Smith	Parent Representative	Elected	Sep 2028
Jackie Warren	Staff Representative	Elected	Sep 2028
Merepaea Ruaputu	Other	Co-opted	Sep 2028

Mokau School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$404 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Mokau School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.