TE WHAREKURA O KIRIKIRIROA

ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 1718

Principal: Anthony Walker

School Address: Fifth Avenue, Enderley, Hamilton

School Postal Address: Po box 14133, Enderley Hamilton 3214

School Phone: 07 856 6674

School Email: Admin@kirikiriroa.school.nz

Accountant / Service Provider: Xero 4 Schools Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Kaaro Iti-Moeke	Presiding Member	Elected	2028
Anthony Walker	Principal ex Officio	ex Officio	
Mahi Newton-King	Parent Representative	Elected	2028
Leilani Naera	Staff Representative	Elected	2028
Piki Sweet	Iwi Representative	Co-opted	2028
Awhia Hawkins	Staff Representative	Elected	2028
Danielle Moeke-Ferris	Parent Representative	Elected	2028
Maxine Graham	Parent Representative	Elected	2028
Charlotte Hape	Parent Representative	Elected	2025
Dionne Roma	Staff Representative	Elected	2025

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Te Wharekura o Kirikiriroa

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.

Kaaro Iti-Mocke
Full Name of Presiding Member

Signature of Presiding Member

16 July 2026
Date

Anthony Haeone Haweren Walker
Full Name of Principal

Signature of Principal

16 July 2026
Date

Te Wharekura o Kirikiriroa
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	5,556,318	4,176,251	5,089,335
Locally Raised Funds	3	316,409	-	89,524
Interest		35,946	45,499	61,880
Other Revenue		-	-	-
Total Revenue		5,908,673	4,221,750	5,240,739
Expense				
Locally Raised Funds	3	446,378	-	265,817
Learning Resources	4	3,454,170	2,909,763	3,230,009
Administration	5	566,027	507,100	630,127
Property	6	901,599	849,683	643,680
Other Expenses	7	147,519	-	104,011
Total Expense		5,515,693	4,266,546	4,873,644
Net Surplus / (Deficit) for the year		392,980	(44,796)	367,094
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		392,980	(44,796)	367,094

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

Audited by PKF Hamilton

Te Wharekura o Kirikiriroa
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		2,141,878	2,141,880	1,774,786
Total comprehensive revenue and expense for the year		392,980	(44,796)	367,094
Contribution - Furniture and Equipment Grant		-	-	-
Contributions from the Ministry of Education		25,854	-	-
Distributions to the Ministry of Education		-	-	-
Equity at 31 December		2,560,712	2,097,084	2,141,880
Accumulated comprehensive revenue and expense		2,560,712	2,097,084	2,141,880
Reserves		-	-	-
Equity at 31 December		2,560,712	2,097,084	2,141,880

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.

Audited by PKF Hamilton

Te Wharekura o Kirikiriroa
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	8	990,808	932,899	950,470
Accounts Receivable	9	476,482	412,682	412,682
GST Receivable		27,137	18,021	18,021
Prepayments		14,747	9,000	9,000
Inventories	10	228	228	228
Investments	11	450,967	500,776	431,239
Funds Receivable for Capital Works Projects	18	27,775	-	-
		1,988,143	1,873,606	1,821,642
Current Liabilities				
Accounts Payable	13	371,545	344,118	344,118
Revenue Received in Advance	14	-	9,480	9,480
Provision for Cyclical Maintenance	15	-	96,666	96,666
Finance Lease Liability	16	47,699	10,627	10,627
Funds held in Trust	17	6,888	6,383	6,383
Funds held for Capital Works Projects	18	15,462	46,486	46,486
		441,594	513,760	513,760
Working Capital Surplus/(Deficit)		1,546,549	1,359,846	1,307,882
Non-current Assets				
Property, Plant and Equipment	12	1,104,968	806,775	837,959
		1,104,968	806,775	837,959
Non-current Liabilities				
Provision for Cyclical Maintenance	15	21,270	-	-
Finance Lease Liability	16	69,537	69,537	3,962
		90,807	69,537	3,962
Net Assets		2,560,712	2,097,084	2,141,880
Equity		2,560,712	2,097,084	2,141,880

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

Audited by PKF Hamilton

Te Wharekura o Kirikiriroa
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		2,267,339	1,702,772	2,077,753
Locally Raised Funds		303,527	-	53,208
Goods and Services Tax (net)		(10,835)	18,021	22,695
Payments to Employees		(377,747)	(258,800)	(552,265)
Payments to Suppliers		(1,748,680)	(920,744)	(1,131,897)
Interest Received		36,184	45,499	61,762
Cyclical maintenance		-	(96,666)	-
Net cash from/(to) Operating Activities		469,788	490,082	531,256
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(292,406)	(414,325)	(416,195)
Purchase of Investments		(19,728)	-	(25,399)
Net cash from/(to) Investing Activities		(312,134)	(414,325)	(441,594)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	-
Contributions from Ministry of Education		9,431	-	-
Distributions to Ministry of Education		-	-	-
Finance Lease Payments		(67,947)	47,699	57,748
Loans Received		-	-	-
Funds Administered on Behalf of Other Parties		(58,800)	6,383	-
Net cash from/(to) Financing Activities		(117,316)	54,082	57,748
Net increase/(decrease) in cash and cash equivalents		40,338	129,839	147,410
Cash and cash equivalents at the beginning of the year	8	950,470	803,060	803,060
Cash and cash equivalents at the end of the year	8	990,808	932,899	950,470

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.

TE WHAREKURA O KIRIKIRIROA
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Te Wharekura o Kirikiriroa 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 of Trustees (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 reports 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 expenditure 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

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 23.

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

i) Investments
Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	5–15 years
Information and communication technology	4 years
Intangible Assets	3 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment and intangible assets
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 transaction etc.

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to 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 RTM grants received where there are unfulfilled obligations for the School to provide services in the future. The grants are recorded as revenue as the obligations are fulfilled and the fees 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 work
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 Revenue and Expense.

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

q) 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.

r) 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.

s) 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.

t) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

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

v) 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	2,263,264	1,702,772	2,068,875
Teachers' Salaries Grants	2,651,290	2,091,246	2,355,375
Use of Land and Buildings Grants	522,503	382,233	363,179
Ka Ora, Ka Ako - Healthy School Lunches Programme	115,186	-	293,027
Other Government Grants	4,075	-	8,879
	5,556,318	4,176,251	5,089,335

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	466	-	391
Fees for Extra Curricular Activities	108,068	-	78,384
Trading	9,708	-	6,256
Fundraising and Community Grants	31,745	-	3,217
Overseas Income	166,422	-	1,276
	316,409	-	89,524
Expense			
Extra Curricular Activities Costs	127,602	-	249,186
Trading	17,602	-	7,964
Fundraising and Community Grant Costs	15,937	-	4,199
Overseas Expense	285,238	-	4,468
	446,378	-	265,817
Surplus/ (Deficit) for the year Locally Raised Funds	(129,969)	-	(176,293)

-The School visited Rarotonga during the year. The reason for the trip was educational and reconnecting with Whakapapa Haerenga Ki Aituakaki Ki Rarotonga. 5 staff and 14 students went. The Wharekura paid for the 5 Maumahi and the students paid for themselves.

-The school visited Tahiti during the year to attend the youth observatory in Taputapuatea, This connects back to the curriculum to *Te Rea Matatini, Tikanga a Iwi, Mathematics and Values . This was paid for by the students.*

-4 staff members and the presiding member visited Japan to do a risk analysis for a Japanese class to visit Japan during 2026. This was Board funded.

4. Learning Resources

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Curricular	230,675	335,481	158,081
Information and Communication Technology	152,174	62,000	137,680
Employee Benefits - Salaries	2,765,598	2,111,246	2,690,597
Staff Development	93,308	112,000	99,133
Depreciation	212,414	144,518	144,519
	3,454,170	2,765,245	3,230,009

Audited by PKF Hamilton

5. Administration

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Audit Fees	14,238	9,000	16,138
Board Fees and Expenses	49,264	52,900	29,724
Operating Leases	1,746	42,750	750
Other Administration Expenses	196,639	226,450	121,745
Employee Benefits - Salaries	172,475	165,500	149,986
Insurance	13,639	2,000	10,356
Service Providers, Contractors and Consultancy	8,400	8,500	8,400
Ka Ora, Ka Ako - Healthy School Lunches Programme	109,626	-	293,027
	566,027	507,100	630,127

6. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Consultancy and Contract Services	103,535	119,500	116,958
Cyclical Maintenance	63,497	10,650	1,071
Heat, Light and Water	55,639	41,500	41,175
Repairs and Maintenance	53,306	47,500	20,509
Use of Land and Buildings	522,503	382,233	363,179
Employee Benefits - Salaries	67,540	73,300	73,149
Other Property Expenses	35,578	175,000	27,639
	901,599	849,683	643,680

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. Property

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Transport	147,519	-	104,011
	147,519	-	104,011

8. Cash and Cash Equivalents

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Bank Accounts	740,963	692,164	709,736
Short-term Bank Deposits	249,301	240,191	240,191
cash on Hand	544	544	544
Cash and cash equivalents for Statement of Cash Flows	990,808	932,899	950,470

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

Of the $990,808 Cash and Cash Equivalents $22,350 is subject to restrictions for the following reasons:

• $6,888 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Funds Held in Trust in note 17.
• $15,462 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 18.

Audited by PKF Hamilton

9. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	10,028	5,535	5,535
Interest Receivable	1,082	1,320	1,320
Banking Staffing Underuse	230,763	201,488	201,488
Teacher Salaries Grant Receivable	234,609	204,339	204,339
	476,482	412,682	412,682
Receivables from Exchange Transactions	11,110	6,855	6,855
Receivables from Non-Exchange Transactions	465,372	405,827	405,827
	476,482	412,682	412,682

10. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
School Uniforms	228	228	228
	228	228	228

11. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	$	$	$
Short-term Bank Deposits	450,967	431,239	431,239
Total Investments	450,967	431,239	431,239

12. Property, Plant and Equipment

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	$	$	$	$	$	$
Building Improvements	119,558	-	-	-	(8,640)	**110,918**
Furniture and Equipment	410,745	145,147	-	-	(77,678)	**478,214**
Information and Communication Technology	72,002	86,286	-	-	(44,273)	**114,015**
Motor Vehicles	166,118	-	-	-	(39,185)	**126,933**
Leased Assets	12,095	133,408	-	-	(42,324)	**103,179**
Library Resources	2,513	-	-	-	(314)	**2,199**
Intangible Assets	53,800	115,710	-	-	-	**169,510**
	837,959	480,551	-	-	(212,414)	**1,104,968**

The following note can be used for each class of asset that are held under a finance lease:
The net carrying value of leased equipment held under a finance lease is $103,179 (2024: $12,095)

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	$	$	$	$	$	$
Building Improvements	265,187	(154,269)	**110,918**	265,187	(145,629)	**119,558**
Furniture and Equipment	968,031	(489,816)	**478,214**	822,884	(412,139)	**410,745**
Information and Communication Technology	416,711	(302,695)	**114,015**	330,425	(258,422)	**72,002**
Motor Vehicles	257,404	(130,472)	**126,933**	257,404	(91,287)	**166,118**
Leased Assets	366,934	(263,756)	**103,179**	233,526	(221,432)	**12,095**
Library Resources	115,186	(112,987)	**2,199**	115,186	(112,673)	**2,513**
Intangible Assets	169,510	-	**169,510**	53,800	-	**53,800**
	2,558,963	(1,453,995)	**1,104,968**	2,078,412	(1,241,581)	**837,959**

13. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	105,063	114,255	114,255
Accruals	13,986	13,488	13,488
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	234,609	204,339	204,339
Employee Entitlements - Leave Accrual	17,887	12,036	12,036
	371,545	344,118	344,118
Payables for Exchange Transactions	371,545	344,118	344,118
	371,545	344,118	344,118

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Other revenue in Advance	-	9,480	9,480
	-	9,480	9,480

15. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	96,666	96,666	95,595
Increase/(decrease) to the Provision During the Year	63,496	-	9,684
Use of the Provision During the Year	(138,892)	-	(8,613)
Provision at the End of the Year	21,270	96,666	96,666
Cyclical Maintenance - Current	-	96,666	96,666
Cyclical Maintenance - Non current	21,270	-	-
	21,270	96,666	96,666

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.

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16. 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	47,699	69,537	10,627
Later than One Year	69,537	47,699	3,962
Future Finance Charges	-	-	-
	117,236	117,236	14,589
Represented by			
Finance lease liability - Current	47,699	47,699	10,627
Finance lease liability - Non current	69,537	69,537	3,962
	117,236	117,236	14,589

17. Funds held in Trust

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	6,888	6,383	6,383
	6,888	6,383	6,383

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

18. 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 8, and includes retentions on the projects, if applicable.

2025	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
Admin Block Upgrade - 210564	13,431	-	-	-	13,431
A Block Project - 224896	(25,625)	-	-	-	(25,625)
Hall Project - 248422	2,031	-	-	-	2,031
Site Roofing, Plumbing, Drainage - 237012	56,650	-	(58,800)	-	(2,150)
Totals	46,487	-	(58,800)	-	(12,313)

Represented by:

Funds Held on Behalf of the Ministry of Education	15,462
Funds Receivable from the Ministry of Education	(27,775)

2024	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
Admin Block Upgrade - 210564	13,431	-		-	13,431
A Block Project - 224896	(25,625)	-	-	-	(25,625)
Hall Project - 248422	-	63,851	(61,821)	-	2,031
Site Roofing, Plumbing, Drainage - 237012		221,010	(164,360)		56,650
Totals	(12,194)	284,861	(226,181)	-	46,487

Represented by:

Funds Held on Behalf of the Ministry of Education	72,111
Funds Receivable from the Ministry of Education	(25,625)

Audited by PKF Hamilton

19. 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.

The uniqueness of the Kura sees staff members related to the principal and the Board of Trustees due to the natural kinship of Maori Culture. All related staff members are employed on terms no more favourable than the board would of agreed to had there been no relationship to a member of the key management personnel.

20. 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	3,920	4,270
Leadership Team		
Remuneration	707,633	816,053
Full-time equivalent members	5	6
Total key management personnel remuneration	711,553	820,323

There are 7 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025 Actual $000	2024 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	180-190
Benefits and Other Emoluments	5-6	5-6
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	1	2
110 - 120	3	3
120 - 130	4	4
130 - 140	1	-
	9	9

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

21. 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	-	-

22. 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had no capital commitments. (2024:$11,868).

(b) Operating Commitments

As at 31 December 2025, the Board has not entered into any operation contractors

24. 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	990,808	932,899	950,470
Receivables	476,482	412,682	412,682
Investments - Term Deposits	450,967	405,840	431,239
Total financial assets measured at amortised cost	1,918,257	1,751,421	1,794,392

Financial liabilities measured at amortised cost

	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Payables	371,545	344,118	344,118
TRL Leases	117,235	117,236	14,589
Total financial liabilities measured at amortised cost	488,780	461,354	358,707

25. Events After Balance Date

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

26. Comparatives

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

27. Breach of Legislation

The Kura breached Section137 of the Education and Training Act 2020 in that the Kura did not report by 31 May 2026, the date fixed by the Ministry of Education, but which schools were required to have sent their audited financial statements to the Ministry of Education.

Audited by PKF Hamilton

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE WHAREKURA O KIRIKIRIRO'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

Opinion

The Auditor-General is the auditor of Te Wharekura o Kirikiriroa (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

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 16 July 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the BOT list, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding

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

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

Independence

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

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

Johann van Loggerenberg
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand

2025 Analysis of Variance

NAG2A(b)(i): Strengths and identified areas for improvement

Strengths:

As recorded in the 2024 ERO report, areas of strength are located within our localised curriculum – Te Pou-a-Haokai. The recommendation was to continue this approach as areas of success in pānui, tuhi built on oral language programme and pāngarau align with the Ministry of Educations priority areas.
The kura continues to set aspirational, but realistic goals by valuing kaiako and kamahi knowledge of rauwaka specific programmes.
A simpler system for accessing resources and resource distribution has resulted in faster procurement of essential learning resources. This system needs to be supported by better accountability processes at both managerial leadership, leadership and governance levels.

Areas for improvement:

Priority areas for improvement in 2026;

1. Implementation and engagement in digital platform for the reporting of student progress to parents, inclusive of behavioural and attendance data
2. The delivery and reporting of pānui and tuhi based on school reo-ā-waha progressions

NAG2A(b)(ii): The basis for identifying areas for improvement

The school bespoke student achievement tracking and monitoring programme (PBI) provides kaiako, Kaiatawhai (Leadership) Kete Tātai (Strategic Team) Kete Penapena (Resourcing Team) and Board members with constant information about how the kura is tracking against the annual goals as set out in the 2026 – 2027 Annual Plan.
The focus for student data in 2025 provided through PBI, will continue support to be more effective and focussed with the inclusion of attendance and pastoral data.
Kaiako along with Pou Ārahi will utilise Te Kete Aromatawai in particular to test, review and improve the system, as well as fine tune the schools collaborative approach with whānau in improving student achievement in Te Kete Whakairo.

These major undertakings alongside the schools routine self-review processes ie end of term and end of year programme and performance reviews and kaimahi appraisals will provide a wide scope for identifying areas for improvement in 2026.

NAG2A(b)(iii): Planned actions for lifting achievement

The earlier timeframes for Annual Planning and Budget endorsement will ensure that akomanga are supported earlier in raising achievement levels. Furthermore, the kura is expected to grow by another 40 – 50 students in 2026. This growth must be monitored as there will be students transferring from other kura and schools. They would not have engaged in an educational programme like Te Pou-a-Haokai. Next year will be one where we will need to manage maintaining the student achievement standards whilst improving on areas where students require further support.

NAG2A(b)(iv): How students are progressed End of 2024 achievement data;

Te Pou Matua - Te Ao Māori:

Te Pou Matua – Te Ao Māori	*Beginning of the year benchmark*	*End of Year achievement result*
Pōwhiri and Kapa Haka • *That 81% of students will achieve Kairangi within Pōwhiri and Kapa Haka*	81%	85%
Manu Kōrero and Kīngitanga • *That 81% of students will achieve Pakari as a Kaimahi within Manu Kōrero and Kīngitanga*	80%	86%
Te Reo Matatini – Oral Language • *That 87% of students at Level 1 of Te Reo Matatini will progress 2 sublevels* • *That 83% of students at Level 2 and above will achieve the oral language goals set for their level* • *That 85% of students will achieve Oral Language targets*	• Reo-ā-waha L1 = 87% • Reo-ā-waha L2+ = 83% • Reo-ā-waha = 85%	• Reo-ā-waha L1 = 86% • Reo-ā-waha L2+ = 90% • Reo-ā-waha = 88%
Overall Pou Matua – Te Ao Māori achievement • *That 82% of students will achieve Pou Matua – Te Ao Māori*	• 82%	• 86%

Pou Oranga:

Priority Area	*Beginning of the year benchmark*	*End of Year achievement result*
Oranga Tinana • *That 88% of students will achieve Kaimahi Oranga Tinana*	88%	91%
Oranga Hinengaro • *That 81% of students will achieve Kaimahi Oranga Hinengaro*	81%	84%
Oranga Wairua • *That 82% of students will achieve Kaimahi Oranga Wairua*	82%	85%
Oranga Whānau • *That 76% of students will achieve Kaimahi Oranga Whānau*	76%	86%
Pou Oranga • *That 82% of students will achieve Kaimahi in Pou Oranga*	82%	87%

Curriculum coverage:

Te Rea Year 0 – 1 (Transition)

Curriculum Area	*Beginning of the year benchmark*	*End of Year achievement result*
Tinana • *That 95% will achieve Pakari Tinana*	95%	77%
Hinengaro • *That 90% will achieve Pakari Hinengaro*	90%	91%
Wairua • *That 95% will achieve Pakari Wairua*	95%	95%
Whatumanawa • *That 90% will achieve Pakari Whatumanawa*	90%	91%
Overall Te Rea Pou Akoako Achievement • *That 92% of students will achieve their curriculum level*	92%	89%

Te Pupuke me Te Hihiri

Curriculum Lens - Strand	*Beginning of the year benchmark*	*End of Year achievement result*
Health • *That 81% of students will achieve their curriculum level*	81%	92%
Health – Physical Education • *That 83% of students will achieve their curriculum level*	83%	93%
Science – The Physical World • *That 81% of students will achieve their curriculum level*	81%	95%
Technology – Electronics • *That 81% of students will achieve their curriculum level*	81%	94%
Social Studies – Social Wellbeing and Groups • *That 82% of students will achieve their curriculum level*	82%	97%
• Arts – Recreational Activities *That 78% of students will achieve their curriculum level*	78%	93%
Overall Te Pupuke and Hihiri Pou Akoako Achievement • *That 81% of students will achieve their curriculum level*	81%	93%

Te Pupuke, Te Hihiri me Te Manako

Curriculum Lens - Strand	*Beginning of the year benchmark*	*End of Year achievement result*
Literacy - Reading • *That 78% of students will achieve their curriculum level*	78%	82%
Numeracy – Maths • *That 80% of students will achieve their curriculum level*	80%	91%

Te Manako

Curriculum Lens - Strand	Beginning of the year benchmark	End of Year achievement result
The Arts – Visual Arts • *That 83% of students will achieve their curriculum level*	83%	91%
The Arts – Production • *That 89% of students will achieve their curriculum level*	89%	97%
Science – The Natural World • *That 82% of students will achieve their curriculum level*	82%	90%
Technology – Digital Technology • *That 83% of students will achieve their curriculum level*	83%	77%
Mōteatea 1 • *That 85% of students will achieve their curriculum level*	83%	92%
Mōteatea 2 • *That 85% of students will achieve their curriculum level*	82%	89%
Overall Te Manako Pou Akoako Achievement • *That 83% of students will achieve their curriculum level*	83%	89%

Te Wānanga

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
That 75% of Year 11's will achieve their Co Requisites Kete Manarua credits in Te Aka Matua – Te Reo Matatini	75%	Currently 100% have gained credits through TAPā with Ketemanarua credits TBC Jan 2026
That 75% of Year 11's will achieve their Co Requisites Kete Manarua credits in Te Aka Matua – Pāngarau	75%	Currently 40% have gained credits through TAPā with Ketemanarua TBC Jan 2026

That 75% of Year 11's will achieve their credits in Te Aka Matua - Te Ao Haka L2	75%	87%
That 75% of Year 11's will achieve their credits in Te Aka Matua – Te Reo Māori L1	75%	87%
That 75% of Year 11's will achieve their credits in Te Aka Matua – Te Reo Rangatira L1	75%	75%
That 72% of Year 12's will achieve their credits in Te Aka Matua - Te Reo Rangatira L2	72%	84%
That 83% of Year 12's will achieve their credits in Te Aka Matua - Te Reo Rangatira L2	83%	82%
That 83% of Year 12's will achieve their credits in Co Requisites Kete Manarua in Te Aka Matua – Te Reo Matatini	83%	Currently 100% have gained credits through TAPā with Ketemanarua credits TBC Jan 2026
That 83% of Year 12's will achieve their credits in Co Requisites Kete Manarua in Te Aka Matua – Pāngarau	83%	Currently 40% have gained credits through TAPā with Ketemanarua credits TBC Jan 2026
That 72% of Year 13's will achieve their credits in Te Aka Matua – Te Ao Haka L3	72%	76%
That 85% of Year 13's will achieve their credits in Te Aka Matua – Te Reo Rangatira L3	85%	100%
That 85% of Year 13's will achieve their credits in Te Aka Matua – Te Reo Māori L3	85%	100%
Overall Te Wānanga Pou Akoako Achievement • *That 78% of students will achieve their curriculum level*	78%	81% with 2 Ketemanarua areas to be confirmed in 2026

TE WHAREKURA O KIRIKIRIROA
33 Fifth Avenue, Enderley
Hamilton
P.O Box, 14-133
Phone: 07 8556674
Email: admin@kirikiriroa.school.nz

Te Wharekura o Kirikiriroa, 2025 - Pūrongo Mutunga Tau

Tēnā tātou te whānau.

Ka hihiri te tau, he tau wahine te tau, he tau ariki te tau, te whakaputanga o Te Arikinui Kuini Nga Wai hono i te po Pōtatau Te Wherowhero Te Tuawaru. Ko te reanga taiohi e apataki ana i ōna tapuwae ki tua o te paerangi. He oati ka ora, he tongikura ka kitea. Ara mai te rā, ara mai te kuini Māori.
Mātua rā ko te kōrero, e tū ana Te Wharekura o Kirikiriroa hei kura hāpai i tōna whānau, i tōna iwi, i tōna hapori.
E rua ngā wahanga o tēnei pūrongo e waha ana i ngā kōrero mō ngā whakatutukihanga raraunga i tēnei tau. A, hoatu!

Wahanga Tuatahi - Ngā Kīwai o Te Kete (Te Poari)

E 4 ngā Mahere Rautaki Ahungaroa me ngā whāinga i ārahi i te nuinga o ngā kaupapa a te poari i tēnei tau. Ko ngā Mahere Rautaki e 4 ko;

1. Te Mahere Rautaki Whanake Kaupapa
2. Te Mahere Rautaki Mātauranga, Manaaki Tamariki
3. Te Mahere Rautaki Whakarite Kaimahi
4. Te Mahere Rautaki Whenua, Whare, Rawa

E whai ake nei ko ngā kōrero e pāna ana ki ngā Mahere Rautaki Ahungaora nei me ngā mahi kua tutuki e te kura.

Te Mahere Rautaki Whanake Kaupapa

He kaha tō tātou kura ki te tautoko i ngā kaupapa huhua i tēnei tau. I wāhi ai te tau ki te Poukai ki Hukanui. Kua tau ngā waewae a ngā tamariki ki runga i te marae ki te hāpai i ngā mahi manaaki i te kaupapa, manaaki i te tangata. Koia hoki, ko te tautoko i te kaupapa o te Rīketa ki te tahatika o te awa ki Tūrangawaewae marae. I haere hoki tētahi ope ki ngā whakataetae waka ama kura tuarua ki Te Arawa. He kaha hoki nō ngā kaimahi ki te āwhina i ngā momo pānara hāpai i ngā kura Māori, i ngā momo kaupapa huri noa i te ao. Peka atu ai ngā tamariki ki whai i ngā kōrero nō te moteatea a “Tainui” ki Tahiti, ki Tahaa, ki te marae taketake o Tainui tangata. Ngā tuākana ki Rarotonga, ki Aitutaki. Ētahi kaimahi ki Hapani ki te whakarite haerenga mā ngā ākonga reo Hapani a te tau e heke mai ana, ka mutu ko te haere a Whaea Kararaina ki Niu Mehiko hei kaikōrero ki tētahi huinga iwi taketake o te ao, a ko te whakarauora reo te kaupapa. Ka oti, nō tō tātou kura otirā te kaupapa te maringa nui i te ekenga a Te Kahurangi Teinakore-Huaki, nānā i kapo noa ake i te taonga

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Pei Te Hurinui ki Ngā Manu Kōrero, me te Kapa Teina, nā rātou te tūranga whakaihu waka ki ngā whakataetae-ā-motu, Mana Kura Tahi. Ka oti, i wana ai te tū a Te Kapa Haka o Te Pupuke ki runga o Rangiriri. Ēnei mahi nui e whakakaha ana i tō tātou kaupapa. Kei hea mai e hika!

Te Mahere Rautaki Mātauranga, Manaaki Tamariki

E takahi tonu ana tātou i te ara hou hei painga mā ngā kaimahi, mā te whānau, ka oti ki te tauawhi i ō tātou tamariki. I whakarewaina Te Kete Whakairo i te mutunga o te wahanga tuatoru. Ko Te Kete Whakairo te pūrongo ora e whakaatua ana i:

1. Te taenga mai a te tamaiti ki te kura
2. Ngā whanonga pai, me ngā whanonga hei whakatikatika
3. Ngā marau katoa, ngā taumata ako o aua marau, tētahi whakamāramatanga me tōna tauritenga ki tā Te Ara Toa a Ngā Kura-ā-iwi.

He tuatahitanga tēnei. He paetukutuku ora e hura ana i ngā raraunga kia kitea ai ngā raraunga e ngā mātua, te whānau, te tamaiti me ngā kaiako. Kia pono ai te kōrero, mā tātou a tātou tamariki e hāpai ki te ako. Hei te tau e heke mai ana, e toro atu ana i a AI, hei taputapu āwhina. Ki te taha whanonga, e whanake tonu ana te taha manaaki, tiaki ākonga, whānau, kaimahi hoki. Tāria e te whānau ka puta ai te rautaki Pou Oranga hei pīkaunga mā te kura hei ngā tau e heke mai ana.

Te Mahere Rautaki Whakarite Kaimahi

Mai anō ko te mate kimi kaiako reo Māori he mate nui. Nāwhai anō, kua whakarite rautaki te kura kia hoki mai te mana whakatau, mēnā rānei he kaiako pai hei whakaako i ō tātou tamariki, ki ō tātou ringaringa. Hei te tau e tū mai ana, ka whakawhiwhia tētahi tokotoru i ō rātou tohu kaiako i raro i te hōtaka EBITE o Te Ahikaaroa ki Te Whare Wānanga o Waikato. Nō reira, i tēnei tau, i oti i a tātou te whakarite i tētahi huarahi whai tohu kaiako mā ngā kaiāwhina. Tōna 3 tau te roa, e 3 nga tūranga – He kaiāwhina, ka tahi ka kairīwhi LAT, ka tahi ka kaiako LAT, nā wai rā he kaiako kua whai tohu kaiako. Anō rā, he tohu kore utu, ka whai tonu te tangata i tētahi mahi whai utu, a he kaiako hāpai nō te kura hei tautoko. Ka oti, e 2 ngā kaiako e mahi ana i ō rātou Post-Graduate Diploma, e 2 ngā kaiako e whai tohu kairangi ana, ka mutu, he kaimahi kei ētahi atu hōtaka whai tohu ā whare wānanga, ā iwi hoki. Ka mutu, ka pono te kōrero, he mahi mutungakore te ako. Me he pai tēnei mā ngā tamariki, he pai hoki mā ngā kaimahi. Ka mutu, tokorua anō ngā tauira EBITE hei te tau e heke mai ana.

Te Mahere Rautaki Whenua, Whare, Rawa

Kī rawa ngā akomanga i tō tātou kura. Kua eke ki te 320 tamariki Tau 0 – 13. Neke atu i te 150 tamariki kei runga i te rārangi tatari tuatahi. E 2 tau tā mātou ngana ki te whai whenua nui kē atu, kia rahi ake ai te whenua mā ngā tamariki e pīrangi ana ki te haere mai ki tō tātou kura. Nā tātou a tātou kiriwhanaunga o Tainui Group Holdings i tono kia wātea ai ētahi whenua, me tō rātou tino tautoko. Ka mahue te 2 tau, ko te otinga iho, kīhai

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te Tāhūhū o Te Mātauranga i tautoko. Ahakoa tēnei makeretanga nui, ka ngana tonu mātou ki whai i tētahi huarahi kē atu mō ngā tamariki o tō tātou hapori, hapū otirā tō tātou iwi. Rātou katoa e hiahia ana ki te haere mai ki Te Wharekura o Kirikiriroa.

Wahanga Tuarua: Te Marau-ā-kura me ngā Mahere Ako

E 3 ngā Pou o tō tātou kura ka nōhia te mātauranga whakaako tamariki:

1. Pou Matua – Te Ao Māori.
2. Pou Oranga
3. Pou Akoako

Ka oti, ka puta ko ngā tamariki Māori, tamariki ora, tamariki mōhio. Heoi anō, anei ngā rarunga i tēnei tau i raro i ngā Pou e 3.

Pou Matua - Te Ao Māori:

Koia nei te matua o ngā kaupapa ki tō tātou kura. Koia ko ngā kaupapa ako e tūpono ana ko te reo me ōna tikanga, ko ngā kaupapa Māori, ko ngā wheako whakawhanake i te tuākiri Māori te take e nōhia ngā tamariki ki tō tātou wharekura. Ahakoa ngā tini kaupapa Māori o te tau nei, e whai ana ko ngā whāinga me ngā paearu whakarite i te tīmatatanga o te tau i raro i ngā kaupapa aromatawai. Koia ko te Pōwhiri – Manaaki Manuwhiri; Te Kapa Haka; Ngā Manu Kōrero; Te Kīngitanga me te Reo ā-waha. Kei raro nei ko ngā tatauranga o te tau nei.

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
Pōwhiri me te Kapa Haka • *Ka eke te 81% o ngā tauira ki te taumata Kairangi ki roto i te Pōwhiri me te Kapa Haka*	81%	85%
Manu Kōrero me te Kīngitanga • *Ka eke te 80% o ngā tauira ki te taumata Pakari hei Kaimahi ki roto i ngā wahanga o te Manu Kōrero me te Kīngitanga*	80%	86%
Te Reo Matatini – Te Kōrero • *Kia piki ake te 87% o ngā tauira taumata 1 i ngā taumata paetae e 2* • *Kia tutuki te 83% o ngā tauira taumata 2 piki ake i o rātou taumata Reo-ā-waha*	• Reo-ā-waha L1 = 87% • Reo-ā-waha L2+ = 83% • Reo-ā-waha = 85%	• Reo-ā-waha L1 = 86% • Reo-ā-waha L2+ = 90% • Reo-ā-waha = 88%

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• *Ka eke te 85% o ngā tauira ki roto i te Te Reo Matatini*		
Ekenga Te Ao Māori i tēnei tau: • Ka eke te 82% o ngā ākonga i Te Pou Matua - Te Ao Māori	• 82%	• 86%

Pou Oranga:

Ko te pou tuarua tēnei a aro pū ana ki te oranga a te ākonga. Ka hāngai te tautoko i te whanaketanga o tōna oranga tinana; oranga hinengaro, oranga wairua, oranga whānau.

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
Oranga Tinana • *Ka eke te 88% o ngā ākonga hei Kaimahi Oranga Tinana*	88%	91%
Oranga Hinengaro • *Ka eke te 81% o ngā ākonga hei Kaimahi Oranga Hinengaro*	81%	84%
Oranga Wairua • *Ka eke te 82% o ngā ākonga hei Kaimahi Oranga Wairua*	82%	85%
Oranga Whānau • *Ka eke te 76% o ngā ākonga hei Kaimahi Oranga Whānau*	76%	86%
Pou Oranga • *Ka eke te 82% o ngā ākonga hei Kaimahi Pou Oranga*	82%	87%

Ngā Marau:

Te Rea Tau 0 – 1

Ko Te Whāriki te takapau whakaako hei whakamauru i te whakawhitinga mai a ngā tamariki ki te kura

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
Tinana		

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• *Kia tutuki te 95% o ngā ākonga i te taumata Pakari*	95%	77%
Hinengaro • *Kia tutuki te 90% o ngā ākonga i te taumata Pakari*	90%	91%
Wairua • *Kia tutuki te 95% o ngā tauira i o rātou taumata*	95%	95%
Whatumanawa • *Kia tutuki te 90% o ngā ākonga i te taumata Pakari*	90%	91%
Ekenga Pou Akoako a Te Rea i tēnei tau: • Ka eke te 92% o ngā ākonga i Te Pou Akoako	92%	89%

Te Pupuke me Te Hihiri Tau 1 - 6

Mā te marau te tirohanga kaupapa. Ko te kaupapa, ka hāngai ki te waihangatanga o te ākonga Tau 1 – Tau 6

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
Kia eke te 81% o ngā tamariki o Te Aka, Te Pupuke me Te Hihiri i ō rātou taumata i roto i a Hauora – Te Tangata	81%	92%
Kia eke te 83% o ngā tamariki o Te Aka, Te Pupuke me Te Hihiri i ō rātou taumata i roto i a Hauora – Koiri	83%	93%
Kia eke te 81% o ngā tamariki o Te Aka, Te Pupuke me Te Hihiri i ō rātou taumata i roto i a Pūtaiao – Ō Ahupūngao	81%	95%
Kia eke te 81% o ngā tamariki o Te Aka, Te Pupuke me Te Hihiri i ō rātou taumata i roto i a Hangarau – Te Tahiko	81%	94%
Kia eke te 82% o ngā tamariki o Te Aka, Te Pupuke me Te Hihiri i ō rātou taumata i roto i a Tikanga-ā-iwi – Whakaritenga Papori	82%	97%

Kia eke te 78% o ngā tamariki o Te Aka, Te Pupuke, me Te Hihiri i ō rātou taumata i roto i a Ngā Toi – Mahi-ā-Rēhia	78%	93%
Ekenga Pou Akoako a Te Pupuke me Te Hihiri i tēnei tau: • Ka eke te 81% o ngā ākonga i Te Pou Akoako	81%	93%

Te Pupuke, Te Hihiri me Te Manako

Kia eke te 78% o ngā tamariki o Te Aka, Te Pupuke, Te Hihiri me Te Manako i ō rātou taumata Reo Matatini - Pānui	78%	82%
Kia eke te 80% o ngā tamariki o Te Aka, Te Pupuke, Te Hihiri me Te Manako i ō rātou taumata Pāngarau	80%	91%
Ekenga Pou Akoako a Te Pupuke, Te Hihiri me Te Manako i tēnei tau: • Ka eke te 79% o ngā ākonga i Te Pou Matua - Te Ao Māori	79%	87%

Te Manako

Koia nei ko ngā ākonga Tau 7 – 10. He mātauranga Māori, he tirohanga Māori te pūtake. Ka noho mataamua mai te reo Māori me ngā tikanga. E toru ngā aka e whakatupu ana i te tamaiti. Ko te Aka Toirangi, ko te Aka Hanganuku, ka mutu ko te Aka Matua.

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
Kia eke te 83% o ngā tamariki o Te Manako i ō rātou taumata Ngā Toi – Toi Ataata	83%	91%
Kia eke te 83% o ngā tamariki o Te Manako i ō rātou taumata Ngā Toi – Ngā Mahi-ā-Rēhia	83%	97%
Kia eke te 82% o ngā tamariki o Te Manako i ō rātou taumata Pūtaiao – Te Ao Tūroa	82%	90%

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Kia eke te 83% o ngā tamariki o Te Manako i ō rātou taumata Hangarau- Hangarau Matihiko	83%	77%
Kia eke te 83% o ngā tamariki o Te Manako i ō rātou taumata Ngā Kōrero Tuku Iho o Ngāti Wairere – Mōteatea 1	83%	92%
Kia eke te 82% o ngā tamariki o Te Manako i ō rātou taumata Ngā Kōrero Tuku Iho o Ngāti Wairere – Mōteatea 2	82%	89%
Kia eke te 83% o ngā tamariki o Te Manako i ō rātou taumata Pou Akoako	83%	89%
Ekenga Pou Akoako a Te Manako i tēnei tau: • Ka eke te 83% o ngā ākonga i Te Pou Matua - Te Ao Māori	83%	89%

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
Kia riro ai te 75% o ngā tamariki o Te Wānanga Tau 11 i ō rātou whakawhiwhinga Co Requisites Kete Manarua i roto i Te Aka Matua – Te Reo Matatini	75%	I tēnei wā = 100% TAPā. Ka āpitihia te Ketemanarua a te Hanuere, 2026
Kia riro ai te 75% o ngā tamariki o Te Wānanga Tau 11 i ō rātou whakawhiwhinga Co Requisites Kete Manarua i roto i Te Aka Matua – Pāngarau	75%	I tēnei wā = 40% TAPā. Ka āpitihia te Ketemanarua a te Hanuere, 2026
Kia riro ai te 75% o ngā tamariki o Te Wānanga Tau 11 i ō rātou whakawhiwhinga i Te Aka Matua - Te Ao Haka L2	75%	87%
Kia riro ai te 75% o ngā tamariki o Te Wānanga Tau 11 i ō rātou whakawhiwhinga i Te Aka Matua – Te Reo Māori L1	75%	87%

TE WHAREKURA O KIRIKIRIROA

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Kia riro ai te 75% o ngā tamariki o Te Wānanga Tau 11 i ō rātou whakawhiwhinga i Te Aka Matua – Te Reo Rangatira L1	75%	75%
Kia riro ai te 72% o ngā tamariki o Te Wānanga Tau 12 i ō rātou whakawhiwhinga i Te Aka Matua - Te Reo Rangatira L2	72%	84%
Kia riro ai te 83% o ngā tamariki o Te Wānanga Tau 12 i ō rātou whakawhiwhinga i Te Aka Matua - Te Ao Haka L2	83%	82%
Kia riro ai te 83% o ngā tamariki o Te Wānanga Tau 12 i ō rātou whakawhiwhinga Co Requisites Kete Manarua i roto i Te Aka Matua – Te Reo Matatini	83%	I tēnei wā - 100% TAPā. Ka āpitihia te Ketemanarua a te Hanuere, 2026
Kia riro ai te 83% o ngā tamariki o Te Wānanga Tau 12 i ō rātou whakawhiwhinga Co Requisites Kete Manarua i roto i Te Aka Matua – Pāngarau	83%	I tēnei wā - 40% TAPā. Ka āpitihia te Ketemanarua a te Hanuere, 2026
Kia riro ai te 72% o ngā tamariki o Te Wānanga Tau 12 i ō rātou whakawhiwhinga i Te Aka Matua – Te Reo Māori L2	72%	76%
Kia riro ai te 85% o ngā tamariki o Te Wānanga Tau 13 i ō rātou whakawhiwhinga i Te Aka Matua – Te Reo Rangatira L3	85%	100%
Kia riro ai te 85% o ngā tamariki o Te Wānanga Tau 13 i ō rātou whakawhiwhinga i Te Aka Matua – Te Reo Māori L3	85%	100%
Ekenga Pou Akoako a Te Wānanga i tēnei tau: • Ka eke te 79% o ngā ākonga i Te Pou Matua - Te Ao Māori	78%	81% I tēnei wā. A te Hanuere ka āpitihia ngā whakawhiwhinga nō Te Ketemanarua

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A year of new vitality, a year of the matriarch, a year of royalty, the ascending of our Māori Queen, Kuini Nga Wai hono i te po Pōtatau Te Wherowhero Te Tuawaru. The youth as your sentinels following in your path beyond the adversity of the day. An oath bought to fruition; a prophetic saying materialised. A set rises, as does our Māori Queen.

Indeed, the statement is true, Te Wharekura o Kirikiriroa a beacon of hope established to uplift our families, our iwi, our community.

The following is but a summary of the work we have collectively put in this year. At the beginning of the year, we set ourselves some ambitious goals and worked diligently to achieve them. Some we accomplished, and some we did not. This report is in 2 parts. Firstly, how we fared in achieving goals in the 4 major areas as identified by the Board of Trustees and whānau. Secondly, those set by kaiako based on the curricula in their syndicates.

Part 1: Ngā Kīwai o Te Kete me te whānau – Te Wharekura o Kirikiriroa Board of Trustees and whānau

A major part of The Board of Trustees annual planning is derived from our 4 Future Proof Plans that focus on key areas for school development. These areas are represented in the school's charter and reported on so that whānau are kept abreast of their development. The 4 areas are;

1. *Kaupapa Strategic Annual Plan*
2. *Education and Pastoral Care Strategic Annual Plan*
3. *School Personnel Strategic Annual Plan*
4. *Property Strategic Annual Plan*

At the end of the year, a brief on how did in these areas are provided via a google survey doc, accessed via a Q,R code in our November school newsletter. Here, whānau can contribute to what the kura will concentrate on in the forthcoming year.

Kaupapa Strategic Annual Plan

Our tamariki were the face of Te Wharekura o Kirikiriroa at many of our regional, international, iwi, community and Kīngtanga events this year. It began as it does every year with the Hukanui Poukai. Our tamariki are more comfortable and familiar now with the responsibilities and duties at this kaupapa. Followed by waka kōpapa on the banks of the Waikato river, below Tūrangawaewae marae. Not long after the Regatta, we had representation at the annual national waka ama secondary schools' competition held in Rotorua. Te Wharekura o Kirikiriroa has also held representation on several different panels throughout the year contributing to the development of curriculum, educational programmes and work across a number of other

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sectors. Following the mōteatea "Tainui" students visited key landmarks, including Tahaa and Rai'iatea in Tahiti, Rarotonga and Aitutaki, Whangaparaoa and Kāwhia. Staff visited Saitama school in Japan to organise the Japanese Classes haerenga for next year, finished off with Whaea Kararaina presenting in New Mexico at the Keres Children's Learning Centre's Native Language Symposium. Other major milestone achievements for the kura in simply being Māori have been the achievement of Te Kahurangi Teinakore-Huaki winning the prestigious Pei Te Hurinui Senior Reo Māori Section at Ngā Manu Kōrero National Speech Competitions, and the junior schools kapa haka, who won the bi-annual National Primary / Intermediate Schools National Kapa Haka Competitions in Tauranga. Successes followed by a wonderful performance by the Te Pupuke kapa haka at this year Rangiriri celebrations.

Education and Pastoral Care Strategic Annual Plan

Te Wharekura o Kirikiriroa continues to lead the way in innovating educational pathways for better whānau, school and student engagement. The Te Kete Whakairo Programme was launched at the end of Term 2. The Kete Whakairo Reporting platform is the first of its kind, real-time school report that displays students:

1. *Daily Attendance*
2. *Behaviour*
3. *Academic achievement across all curriculum levels and comparison with the Ngā Kura-ā-iwi Te Ara Toa progressions*

This is another first. It is a way in which achievement data can be viewed by whānau, the school and the student as a means to better include every stakeholder in the education of our tamariki. In the forthcoming coming year, we will continue with the last part which aims to include AI as a tool to improve reporting efficiency in a safe and managed way.

Pastoral Care will see Oranga become a major focus, as this year was spent preparing for what this may look like. A number of initiatives have been entered into, and we are excited to see the potential of a collaborative approach to our students oranga develop.

School Personnel Strategic Annual Plan

Staffing our kura is one of the most important most difficult components to student success and achievement. For a number of years kura have suffered low kaiako numbers. Over the past 3 years, Te Wharekura o Kirikiriroa has slowly worked a strategy whereby we could take more control over what the work force can and will offer our ever-growing kura. Next year, we will celebrate the graduation of 3 more teachers of the Te Ahikaaroa EBITE teacher Training Programme at Waikato University. This strategy aims to be able to take a kaiāwhina from the beginning of their career through to graduation within 3years. Also, without the stress and anxiety of incurring a debt as this qualification has scholarships attached. 2025 has seen a number of staff working and training at the same time with a further 2 kaiako in a Post-Graduate Diploma programme, 2

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kaiako engaged in their master's and the tumuaki undertaking his PhD. Thus, giving credibility and reality to the belief that education is a lifelong journey.

Property Strategic Annual Plan

Our school is full. We currently have 320 students enrolled with another 68 pre-enrolled for 2026. There are more than 150 on the waiting list, with a second waiting list now piling up. Unfortunately, after 2years concerted work in acquiring new land to expand our kura, we were informed by the Ministry of Education, that they would no longer be committing funds to the acquisition of land for our kura. A very disappointing, but not surprising decision. We are currently exploring other avenues and will not stop as our firm belief is that we are here to serve our community, which we intend to do.

2026 will see the delivery of a further 2 classrooms, and a repaint of our classrooms.

Part 2: Our Academic Curriculum Achievement Data

Our marau-ā-kura has 3 priority pillars:

1. The Main Pillar – Te Ao Māori
2. Health and Wellbeing
3. Academia

The purpose of our localised curriculum is to directly deliver to the priorities of our community and iwi – He tamaiti Māori, he tamaiti ora, he tamaiti mōhio. A knowledgeable, healthy, Māori child.

The following is a report on how well Te Wharekura o Kirikiriroa achieved targets in these priority pillars across the whole school in 2025

Te Pou Matua - Te Ao Māori:

This is education priority number 1 at our kura. This priority acknowledges and further affirms our children's identity through te reo Māori; responsibilities and obligations to the collective and activities where their mana and wairua as Māori is celebrated. There are 5 areas that are assessed throughout the year to make up Te Pou Matua – Te Ao Māori. They are Pōwhiri – Manaaki Manuwhiri; Kapa Haka; Manu Kōrero; Kīngitanga and Reo-ā-waha. The achievement outcomes in these areas are displayed below.

Te Pou Matua – Te Ao Māori	*Beginning of the year benchmark*	*End of Year achievement result*
Pōwhiri and Kapa Haka • *That 81% of students will achieve Kairangi within Pōwhiri and Kapa Haka*	81%	85%
Manu Kōrero and Kīngitanga		

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• *That 81% of students will achieve Pakari as a Kaimahi within Manu Kōrero and Kīngitanga*	80%	86%
Te Reo Matatini – Oral Language • *That 87% of students at Level 1 of Te Reo Matatini will progress 2 sublevels* • *That 83% of students at Level 2 and above will achieve the oral language goals set for their level* • *That 85% of students will achieve Oral Language targets*	• Reo-ā-waha L1 = 87% • Reo-ā-waha L2+ = 83% • Reo-ā-waha = 85%	• Reo-ā-waha L1 = 86% • Reo-ā-waha L2+ = 90% • Reo-ā-waha = 88%
Overall Pou Matua – Te Ao Māori achievement • *That 82% of students will achieve Pou Matua – Te Ao Māori*	• 82%	• 86%

Pou Oranga:

The second priority as mentioned in the Strategic Education and Pastoral Care section is Te Pou Oranga. This is where the health and wellbeing education of our students sits. We plan, teach, support and resource the physical, mental cognitive, spiritual belonging and relationship building and maintenance capacity of our students.

Priority Area	*Beginning of the year benchmark*	*End of Year achievement result*
Oranga Tinana • *That 88% of students will achieve Kaimahi Oranga Tinana*	88%	91%
Oranga Hinengaro • *That 81% of students will achieve Kaimahi Oranga Hinengaro*	81%	84%
Oranga Wairua • *That 82% of students will achieve Kaimahi Oranga Wairua*	82%	85%
Oranga Whānau • *That 76% of students will achieve Kaimahi Oranga Whānau*	76%	86%
Pou Oranga	82%	87%

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• *That 82% of students will achieve Kaimahi in Pou Oranga*		

Curriculum coverage:

Te Rea Year 0 – 1 (Transition)

Te Whāriki is the curriculum document that is used to support tamariki in their transition to school

Curriculum Area	*Beginning of the year benchmark*	*End of Year achievement result*
Tinana • *That 95% will achieve Pakari Tinana*	95%	77%
Hinengaro • *That 90% will achieve Pakari Hinengaro*	90%	91%
Wairua • *That 95% will achieve Pakari Wairua*	95%	95%
Whatumanawa • *That 90% will achieve Pakari Whatumanawa*	90%	91%
Overall Te Rea Pou Akoako Achievement • *That 92% of students will achieve their curriculum level*	92%	89%

Te Pupuke me Te Hihiri

Through a wider curriculum lens and concentrated strands, Year 2 – 6 students learning will have focus, depth and breadth.

Curriculum Lens - Strand	*Beginning of the year benchmark*	*End of Year achievement result*
Health • *That 81% of students will achieve their curriculum level*	81%	92%
Health – Physical Education • *That 83% of students will achieve their curriculum level*	83%	93%
Science – The Physical World • *That 81% of students will achieve their curriculum level*	81%	95%

Technology – Electronics • *That 81% of students will achieve their curriculum level*	81%	94%
Social Studies – Social Wellbeing and Groups • *That 82% of students will achieve their curriculum level*	82%	97%
• Arts – Recreational Activities *That 78% of students will achieve their curriculum level*	78%	93%
Overall Te Pupuke and Hihiri Pou Akoako Achievement • *That 81% of students will achieve their curriculum level*	81%	93%

Te Pupuke, Te Hihiri me Te Manako

Through a wider curriculum lens and concentrated strands, Year 2 – 10 students learning will have focus, depth and breadth.

Curriculum Lens - Strand	*Beginning of the year benchmark*	*End of Year achievement result*
Literacy - Reading • *That 78% of students will achieve their curriculum level*	78%	82%
Numeracy – Maths • *That 80% of students will achieve their curriculum level*	80%	91%

Te Manako

The following are the outcomes for the Year 7 – 10 students. The basis is to explore and investigate knowledge from a Māori World perspective within 3 strands – The Arts, Science / Technology and Māori language and protocols.

Curriculum Lens - Strand	Beginning of the year benchmark	End of Year achievement result
The Arts – Visual Arts • That 83% of students will achieve their curriculum level	83%	91%
The Arts – Production	89%	97%

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• That 89% of students will achieve their curriculum level		
Science – The Natural World • That 82% of students will achieve their curriculum level	82%	90%
Technology – Digital Technology • That 83% of students will achieve their curriculum level	83%	77%
Mōteatea 1 • That 85% of students will achieve their curriculum level	83%	92%
Mōteatea 2 • That 85% of students will achieve their curriculum level	82%	89%
Overall Te Manako Pou Akoako Achievement • That 83% of students will achieve their curriculum level	83%	89%

Te Wānanga

The following are the outcomes for the Year 11 – 13 students. The basis is to explore and investigate knowledge from a Māori World perspective within 3 strands – The Arts, Science / Technology and Māori language and protocols.

Wahanga	*Whāinga i te tīmatanga o te tau*	*Paihēneti i te mutunga tau*
That 75% of Year 11's will achieve their Co Requisites Kete Manarua credits in Te Aka Matua – Te Reo Matatini	75%	Currently 100% have gained credits through TAPā with Ketemanarua credits TBC Jan 2026
That 75% of Year 11's will achieve their Co Requisites Kete Manarua credits in Te Aka Matua – Pāngarau	75%	Currently 40% have gained credits through TAPā with Ketemanarua TBC Jan 2026

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That 75% of Year 11's will achieve their credits in Te Aka Matua - Te Ao Haka L2	75%	87%
That 75% of Year 11's will achieve their credits in Te Aka Matua – Te Reo Māori L1	75%	87%
That 75% of Year 11's will achieve their credits in Te Aka Matua – Te Reo Rangatira L1	75%	75%
That 72% of Year 12's will achieve their credits in Te Aka Matua - Te Reo Rangatira L2	72%	84%
That 83% of Year 12's will achieve their credits in Te Aka Matua - Te Reo Rangatira L2	83%	82%
That 83% of Year 12's will achieve their credits in Co Requisites Kete Manarua in Te Aka Matua – Te Reo Matatini	83%	Currently 100% have gained credits through TAPā with Ketemanarua credits TBC Jan 2026
That 83% of Year 12's will achieve their credits in Co Requisites Kete Manarua in Te Aka Matua – Pāngarau	83%	Currently 40% have gained credits through TAPā with Ketemanarua credits TBC Jan 2026
That 72% of Year 13's will achieve their credits in Te Aka Matua – Te Ao Haka L3	72%	76%
That 85% of Year 13's will achieve their credits in Te Aka Matua – Te Reo Rangatira L3	85%	100%
That 85% of Year 13's will achieve their credits in Te Aka Matua – Te Reo Māori L3	85%	100%
Overall Te Wānanga Pou Akoako Achievement • That 78% of students will achieve their curriculum level	78%	81% with 2 Ketemanarua areas to be confirmed in 2026

Ka mutu ngā mahi o te tau nei i runga i te whakaaro nui ki ō tatou tamariki mokopuna.

Noho ora mai rā koutou katoa e te whānau whānui o Te Wharekura o Kirikiriroa - Meri Kirihimete me ngā whakamānawa mō te tau hou Pākehā e heke mai ana – Paimārire

Te Wharekura o Kirikiriroa

For the year ended 31 December 2025

KiwiSport – KiwiSport is a Government funding initiative that provides support to increase student participation in organised sport for students at Te Wharekura o Kirikiriroa from Year 1 – 13.

In 2025 the school received a total of $5,945.63 (excluding GST). The funding was spent on school-wide hākinakina kaupapa, coaching, attendance, participation and organisation of external sports events and activities, competitive and non-competitive. Purpose is to provide all students sporting opportunities.

Statement of Compliance with Employment Policy

For the year ended 31 December 2025

For the year ended 31st of December 2025 Te Wharekura o Kirikiriroa Ngā Kīwai o Te Kete, Board of Trustees:

- Has developed and implemented personnel policies, within Ngā Kaupapa Here ensuring that all employees received fair and proper treatment across all aspects of their employment.
- Has reviewed and revised its compliance against both its personnel policies and procedures and can confidently report that it meets all requirements and identified best practice.
- Can confirm that it is a good employer and complies with all the conditions in the employment contracts of all staff employed by Ngā Kīwai o Te Kete.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias of discrimination.
- Meets all Equal Employment Opportunities requirements.