

# JAMES STREET SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

<b>Ministry Number:</b>	1755
<b>Principal:</b>	Stephen Soutar
<b>School Address:</b>	96 James Street
<b>School Postal Address:</b>	P O Box 2115, Kopeopeo, Whakatane, 3159
<b>School Phone:</b>	07 308 6855
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**Accountant / Service Provider:**



# JAMES STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# James Street 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.

Paul Matthew Jamieson

Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

7/5/26  
Date

Stephen Gordon Soutar

Full Name of Principal

[Signature]  
Signature of Principal

7/5/26  
Date

# James Street School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	3,884,479	3,607,169	3,812,209
Locally Raised Funds	3	29,928	44,300	32,914
Interest		36,705	-	63,479
<b>Total Revenue</b>		<b>3,951,112</b>	<b>3,651,469</b>	<b>3,908,602</b>
<b>Expense</b>				
Locally Raised Funds	3	46,190	45,800	44,630
Learning Resources	4	2,959,642	2,631,874	2,787,902
Administration	5	429,434	414,329	438,791
Interest		2,625	1,177	2,209
Property	6	596,599	521,090	547,975
Loss on Disposal of Property, Plant and Equipment		-	-	246
<b>Total Expense</b>		<b>4,034,490</b>	<b>3,614,270</b>	<b>3,821,753</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(83,378)</b>	<b>37,199</b>	<b>86,849</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(83,378)</b>	<b>37,199</b>	<b>86,849</b>

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



**James Street School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,656,965	1,562,825	1,559,994
Total comprehensive revenue and expense for the year		(83,378)	37,199	86,849
Contribution - Furniture and Equipment Grant		9,815	-	10,122
<b>Equity at 31 December</b>		1,583,402	1,600,024	1,656,965
Accumulated comprehensive revenue and expense		1,583,402	1,600,024	1,656,965
<b>Equity at 31 December</b>		1,583,402	1,600,024	1,656,965

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.



# James Street School Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	618,490	539,820	944,655
Accounts Receivable	8	234,438	166,868	203,442
GST Receivable		18,893	13,792	-
Prepayments		5,838	4,249	5,282
Inventories	9	9,231	5,067	5,487
Investments	10	732,054	663,906	698,016
Funds Receivable for Capital Works Projects	17	66,418	-	10,141
		<u>1,685,362</u>	<u>1,393,702</u>	<u>1,867,023</u>
<b>Current Liabilities</b>				
GST Payable		-	-	10,845
Accounts Payable	12	211,919	199,065	214,409
Revenue Received in Advance	13	-	8,364	-
Provision for Cyclical Maintenance	14	39,835	90,937	38,503
Finance Lease Liability	15	32,821	30,481	23,412
Funds held in Trust	16	37,426	87,878	56,497
Funds held for Capital Works Projects	17	18,174	-	97,958
		<u>340,175</u>	<u>416,725</u>	<u>441,624</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,345,187</b>	<b>976,977</b>	<b>1,425,399</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	307,252	700,379	278,433
		<u>307,252</u>	<u>700,379</u>	<u>278,433</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	22,222	26,897	10,297
Finance Lease Liability	15	46,815	50,435	36,570
		<u>69,037</u>	<u>77,332</u>	<u>46,867</u>
<b>Net Assets</b>		<u><u>1,583,402</u></u>	<u><u>1,600,024</u></u>	<u><u>1,656,965</u></u>
<b>Equity</b>		<u><u>1,583,402</u></u>	<u><u>1,600,024</u></u>	<u><u>1,656,965</u></u>

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



# James Street School

## Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,219,556	1,223,015	1,321,155
Locally Raised Funds		31,410	44,300	29,512
Goods and Services Tax (net)		(29,738)	-	24,637
Payments to Employees		(905,512)	(487,850)	(982,629)
Payments to Suppliers		(424,865)	(865,780)	(349,821)
Interest Paid		(2,625)	(1,177)	(2,209)
Interest Received		41,997	-	61,368
Net cash from/(to) Operating Activities		(69,777)	(87,492)	102,013
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(45,220)	(122,000)	(48,454)
Purchase of Investments		(34,038)	-	(34,111)
Net cash from/(to) Investing Activities		(79,258)	(122,000)	(82,565)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		9,815	-	10,122
Finance Lease Payments		(24,340)	(24,670)	(28,860)
Funds Administered on Behalf of Other Parties		(162,605)	(76,600)	93,363
Net cash from/(to) Financing Activities		(177,130)	(101,270)	74,625
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(326,165)</b>	<b>(310,762)</b>	<b>94,073</b>
Cash and cash equivalents at the beginning of the year	7	944,655	850,582	850,582
<b>Cash and cash equivalents at the end of the year</b>	7	<b>618,490</b>	<b>539,820</b>	<b>944,655</b>

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.



# James Street School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

James Street 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 22b.

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant 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	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	12.5% Diminishing value
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 entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information. present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period 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 9 to 17 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	1,177,283	1,182,928	1,288,891
Teachers' Salaries Grants	2,002,455	1,774,907	1,833,803
Use of Land and Buildings Grants	371,428	338,807	363,960
Ka Ora, Ka Ako - Healthy School Lunches Programme	263,988	265,579	292,027
Other Government Grants	69,325	44,948	33,528
	<b>3,884,479</b>	<b>3,607,169</b>	<b>3,812,209</b>

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	2,005	2,000	4,665
Fees for Extra Curricular Activities	7,066	20,800	5,060
Trading	16,953	21,500	21,672
Fundraising and Community Grants	3,904	-	4,088
Other Revenue	-	-	(2,571)
	<b>29,928</b>	<b>44,300</b>	<b>32,914</b>
<b>Expense</b>			
Extra Curricular Activities Costs	19,923	25,300	23,262
Trading	20,719	20,500	19,972
Fundraising and Community Grant Costs	5,548	-	1,396
	<b>46,190</b>	<b>45,800</b>	<b>44,630</b>
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	<b>(16,262)</b>	<b>(1,500)</b>	<b>(11,716)</b>



#### 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	78,755	79,857	64,502
Employee Benefits - Salaries	2,755,952	2,451,840	2,641,234
Staff Development	64,522	52,500	21,950
Depreciation	59,801	47,077	59,995
Other Learning Resources	612	600	221
	2,959,642	2,631,874	2,787,902

#### 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	8,580	7,000	8,250
Board Fees and Expenses	7,516	7,000	5,135
Operating Leases	517	540	517
Other Administration Expenses	36,415	28,150	16,336
Employee Benefits - Salaries	89,946	90,000	95,349
Insurance	5,674	1,600	5,537
Service Providers, Contractors and Consultancy	16,798	14,460	15,640
Ka Ora, Ka Ako - Healthy School Lunch Programme	263,988	265,579	292,027
	429,434	414,329	438,791

#### 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	36,943	35,125	33,172
Cyclical Maintenance	13,257	12,539	2,182
Heat, Light and Water	25,002	17,000	16,753
Rates	14,530	8,000	10,054
Repairs and Maintenance	45,605	30,557	42,628
Use of Land and Buildings	371,428	338,807	363,960
Employee Benefits - Salaries	58,833	53,062	54,475
Other Property Expenses	31,001	26,000	24,751
	596,599	521,090	547,975

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

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	618,490	539,820	944,655
Cash and cash equivalents for Statement of Cash Flows	618,490	539,820	944,655

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

Of the \$618,490 Cash and Cash Equivalents \$55,600 is subject to restrictions for the following reasons:

- \$18,174 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 17.
- \$37,426 is held in trust by the school on behalf of other parties, as disclosed in note 16.

## 8. Accounts Receivable

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	28,382	22,544	7,619
Receivables from the Ministry of Education	21,420	-	5,575
Interest Receivable	13,477	16,658	18,769
Banking Staffing Underuse	-	3,402	-
Teacher Salaries Grant Receivable	171,159	124,264	171,479
	234,438	166,868	203,442
Receivables from Exchange Transactions	41,859	42,604	26,388
Receivables from Non-Exchange Transactions	192,579	124,264	177,054
	234,438	166,868	203,442

## 9. Inventories

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Stationery	424	663	546
Uniforms	8,807	4,404	4,941
	9,231	5,067	5,487

## 10. Investments

The School's investment activities are classified as follows:

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	732,054	663,906	698,016
Total Investments	732,054	663,906	698,016



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	124,363	-	-	-	(8,379)	<b>115,984</b>
Furniture and Equipment	67,491	18,960	-	-	(15,789)	<b>70,662</b>
Information and Communication Technology	12,011	17,983	-	-	(5,016)	<b>24,978</b>
Leased Assets	62,952	48,442	-	-	(28,767)	<b>82,627</b>
Library Resources	11,616	3,235	-	-	(1,850)	<b>13,001</b>
	<b>278,433</b>	<b>88,620</b>	-	-	<b>(59,801)</b>	<b>307,252</b>

The net carrying value of equipment held under a finance lease is \$82,627 (2024: \$62,952)

### 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
	\$	\$	\$	\$	\$	\$
Building Improvements	274,567	(158,583)	<b>115,984</b>	274,567	(150,204)	<b>124,363</b>
Furniture and Equipment	507,476	(436,814)	<b>70,662</b>	488,735	(421,244)	<b>67,491</b>
Information and Communication Technology	144,252	(119,274)	<b>24,978</b>	129,044	(117,033)	<b>12,011</b>
Motor Vehicles	51,816	(51,816)	-	51,816	(51,816)	-
Leased Assets	175,468	(92,841)	<b>82,627</b>	127,026	(64,074)	<b>62,952</b>
Library Resources	56,876	(43,875)	<b>13,001</b>	53,642	(42,026)	<b>11,616</b>
	<b>1,210,455</b>	<b>(903,203)</b>	<b>307,252</b>	<b>1,124,830</b>	<b>(846,397)</b>	<b>278,433</b>

## 12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	14,763	38,697	27,561
Accruals	8,580	25,358	8,250
Banking Staffing Overuse	10,006	-	-
Employee Entitlements - Salaries	171,159	124,264	171,479
Employee Entitlements - Leave Accrual	7,411	10,746	7,119
	<b>211,919</b>	<b>199,065</b>	<b>214,409</b>
Payables for Exchange Transactions	211,919	199,065	214,409
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>211,919</b>	<b>199,065</b>	<b>214,409</b>

The carrying value of payables approximates their fair value.



**13. Revenue Received in Advance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	8,364	-
	<u>-</u>	<u>8,364</u>	<u>-</u>

**14. Provision for Cyclical Maintenance**

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	48,800	105,295	94,570
Increase/(decrease) to the Provision During the Year	13,257	12,539	2,182
Use of the Provision During the Year	-	-	(47,952)
Provision at the End of the Year	<u>62,057</u>	<u>117,834</u>	<u>48,800</u>
Cyclical Maintenance - Current	39,835	90,937	38,503
Cyclical Maintenance - Non current	22,222	26,897	10,297
	<u>62,057</u>	<u>117,834</u>	<u>48,800</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / 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	36,090	30,481	24,791
Later than One Year	49,644	50,435	37,217
Future Finance Charges	(6,098)	-	(2,026)
	79,636	80,916	59,982

**Represented by**

Finance lease liability - Current	32,821	30,481	23,412
Finance lease liability - Non current	46,815	50,435	36,570
	79,636	80,916	59,982

**16. Funds held in Trust**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	37,426	87,878	56,497
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	37,426	87,878	56,497

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.



## 17. 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
			\$	\$	\$		\$
B,C,K,I,H Consolidated Plumbing Repairs		238914	(2,418)	2,417	1	-	-
A,C,D,G,I,K,V Electrical Replace		238912	15,630	4,143	(18,199)	-	1,574
B,C,G,N,O,Q Roofing Repairs		238910	(6,440)	5,187	-	-	(1,253)
AMS K, J Refurbishment		238916	82,328	-	(139,493)	-	(57,165)
Site: Drainage & Pavement Repairs		238915	(1,283)	16,819	(15,536)	-	-
LSPM Ramps		247428	-	31,766	(31,766)	-	-
J Block: Investigate Works to WT Issues		251245	-	20,769	(20,769)	-	-
A,B,C,D Consolidated Heating Replace		238911	-	84,867	(85,990)	-	(1,123)
LSC Office - Additional Work		218662	-	32,156	(31,396)	-	760
J & B Block Refurbishment		251246	-	53,676	(58,469)	-	(4,793)
K: Cladding Remediation		254181	-	19,833	(3,993)	-	15,840
C Bathroom Drainage		256724	-	19,382	(21,466)	-	(2,084)
<b>Totals</b>			<b>87,817</b>	<b>291,015</b>	<b>(427,076)</b>	<b>-</b>	<b>(48,244)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	18,174
Funds Receivable from the Ministry of Education	(66,418)

	2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions / Transfers	Closing Balances
			\$	\$	\$		\$
Roofing Works Blks D, H & B		210950	(24,400)	24,400	-	-	-
Higher Learning Needs - Fencing		242791	(10,808)	21,297	(10,489)	-	-
B,C,K,I,H Consolidated Plumbing Repairs		238914	-	14,664	(17,082)	-	(2,418)
A,C,D,G,I,K,V Electrical Replace		238912	-	23,251	(7,621)	-	15,630
B,C,G,N,O,Q Roofing Repairs		238910	-	43,302	(49,742)	-	(6,440)
AMS K, J Refurbishment		238916	-	114,010	(31,682)	-	82,328
Site: Drainage & Pavement Repairs		238915	-	-	(1,283)	-	(1,283)
<b>Totals</b>			<b>(35,208)</b>	<b>240,924</b>	<b>(117,899)</b>	<b>-</b>	<b>87,817</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	97,958
Funds Receivable from the Ministry of Education	(10,141)

## 18. 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.

## 19. Remuneration



*Key management personnel compensation*

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,320	3,545
<i>Leadership Team</i>		
Remuneration	642,688	576,882
Full-time equivalent members	5.48	4.00
<b>Total key management personnel remuneration</b>	<b>645,008</b>	<b>580,427</b>

There are 8 members of the Board excluding the Principal. The Board has held 7 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:

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	-
Benefits and Other Emoluments	4 - 5	-
Termination Benefits	-	-

*Principal 2*

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	20 - 30	40 - 50
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

*Principal 3*

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	160 - 170
Benefits and Other Emoluments	-	4 - 5
Termination Benefits	-	-

*Other Employees*

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	6.00	2.00
110 - 120	2.00	2.00
120 - 130	1.00	1.00
	<b>9.00</b>	<b>5.00</b>

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

**20. 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:

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	\$0	\$0
Number of People	0	0

## 21. 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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$21,791 (2024: \$144,730) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment</b>
	\$
K: Cladding Remediation	19,944
C Bathroom Drainage	1,847
<b>Total</b>	<b><u>21,791</u></b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

### (b) Operating Commitments

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



### 23. 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	618,490	539,820	944,655
Receivables	234,438	166,868	203,442
Investments - Term Deposits	732,054	663,906	698,016
Total financial assets measured at amortised cost	<u>1,584,982</u>	<u>1,370,594</u>	<u>1,846,113</u>

#### Financial liabilities measured at amortised cost

Payables	211,919	199,065	214,409
Finance Leases	79,636	80,916	59,982
Total financial liabilities measured at amortised cost	<u>291,555</u>	<u>279,981</u>	<u>274,391</u>

### 24. Events After Balance Date

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



**INDEPENDENT AUDITOR'S REPORT**

**TO THE READERS OF  
JAMES STREET SCHOOL  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2025**

The Auditor-General is the auditor of James Street School (the School). The Auditor-General has appointed me, Fred Cookson, using the staff and resources of Cookson Forbes & Associates, Chartered Accountants, to carry out the audit of the financial statements of the School on pages 2 to 21, 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 of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2025; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – International Public Sector Accounting Standards, Reduced Disclosure Regime.

Our audit was completed on 12<sup>th</sup> May 2026. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matter. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**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 opinion.

**Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 assess the risk of material misstatement arising from the school's payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees 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 arises from the Public Audit Act 2001.

#### **Other information included in the Board's annual report**

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, 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 independence requirements of 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) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Fred Cookson  
Cookson Forbes & Associates Chartered Accountants  
On behalf of the Auditor-General  
Opotiki, New Zealand

## James Street School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Emma Hall	Presiding Member	Elected	Nov 2026
Stephen Soutar	Principal	ex Officio	
Rex Wilson	Acting Principal	Appointed	Feb 2025
Colin Geenty	Parent Representative	Elected	Sep 2028
James Steele	Parent Representative	Elected	Sep 2025
Sara Stoddard	Parent Representative	Elected	Nov 2026
Jillian Hohepa	Parent Representative	Appointed	Sep 2025
Paul Jamieson	Parent Representative	Elected	Sep 2028
Paulette Doctor	Parent Representative	Elected	Sep 2028
Shelley Forster	Staff Representative	Elected	Jan 2025
Sally Reid	Staff Representative	Elected	Sep 2025
Nicki Awhimate	Staff Representative	Elected	Sep 2028
Moerangi Black	Other	Co-opted	Dec 2025
Ryan Morrison	Other	Co-opted	Sep 2028

## **James Street School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$4,059 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2025 the James Street 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.

# Strategic Goal 1

## Statement of variance: progress against targets 2025

A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanations for any differences and how you will address targets that were not achieved.

### Strategic Goal 1:

All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships.

### Annual Target/Goal:

All students will achieve success in literacy and mathematics enabling them to access Te Mātaiaho NZC.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?            What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for any variances between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.            Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1~ Achieved</b> Engage in BSLA with the University of Canterbury, to develop structured literacy practices across Years 1 to 3	All junior teachers including Mātai are fully BSLA trained. NJ completed the BSLA facilitator microcredential through the University of Canterbury to support the team and have access to mentors if I am unable to support. All classes completed Term 2 progress checks and any baseline assessment on new students or ones who missed EOY assessment in 2024. Term 3 is completing relevant connected texts (like a running record).	Individual teachers planning shows evidence of BSLA teaching approaches	No variance	Continue to embed Structured Literacy approaches, supported by explicit teaching and strategies from Science of Learning

	We have regular contact and PD with Carla Knott (Speech Language therapist connected to James Street with BSLA)			
<b>Action 2</b> Understand how the principles of BSLA can be extended in the Year 4-6 classes	AB - BSLA training has been started by all Yr 4-6 teachers. Practice is in place in 4 classes. Baseline assessments were completed in those 5 classes and 4 classes are up to their 10 week progress checks.	Assessment data collected and analysed shows evidence of the implementation and use of BSLA principles and approach  Teachers completed training	Jadene Wilde - Incomplete training Janice Simmeon - has not completed the teaching component, however has completed the course.	Continue to embed Structured Literacy approaches, supported by explicit teaching and strategies from Science of Learning
<b>Action 3</b> Provide a balanced literacy programme which will include guided reading, writing, spelling and oral language.	All components of a balanced literacy programme were witnessed during recent ERO audit.	Evidence of this can be seen in individual teacher planning and whole school timetable		Continue to embed Structured Literacy approaches, supported by explicit teaching and strategies from Science of Learning
<b>Action 4</b> Engage with and utilise the knowledge and expertise of outside agencies (RTLb, RTLit, MoE, Ko Taku Reo)	Regular well structured SENCo meetings inclusive of external agencies  Ongoing support received throughout the year from a variety of external agencies  Lead staff have built professional relationships with external agencies: <ul style="list-style-type: none"> <li>• ORS funded tamariki have access to MOE OT's, PT's, SLT's which we can make a referral for support through MOE Leadworker</li> </ul> Moe Occupational therapist - sensory profiles, seating and positioning (posture), manual handling e.g. transfers from wheelchair to floor, change table, chair to chair Moe Physiotherapist for specific children - stretches, standing frame and walking frame	MOE - 7 RTLb - 11 IWS - 1 ICS - 3	No variance	Continue to access support as required

	<p>training, manual handling e.g. hoisting, safe transfers</p> <p>TalkLink - AAC communication support (Alternate or Augmentative Communication.</p> <p>Low tech - coreboards, PODD visuals. Mid tech - Go talks. High tech - Proloquo, talkchat, PODD</p> <p>ACC - Psychologist (behaviour support), SLT, OT</p>			
<p><b>Action 5 Achieved</b></p> <p>Investigate and find the most appropriate structured maths programme to use from 2025 and beyond</p>	<p>Numicon resources ordered and arrived, need to put PD plan in place to support</p>	<p>Achieved and implemented throughout Junior and Senior school</p>	<p>No variance</p>	<p>Implement Numicon across the junior school and Oxford across the senior school</p>
<p><b>Action 6</b></p> <p>Delivery of the Science curriculum - community voice priority</p>	<p>Units of work around Planet Earth &amp; Beyond - Questioning, were implemented across the school in term 2.</p> <p>Term 3 our Science context was Material World - Gather &amp; Interpret</p>	<p>Syndicate plans</p>		<p>Trialling the 2026 Draft NZC-Science Curriculum.</p> <p>An increased focus on science, this will be taught weekly across all terms</p>
<p><b>Action 7~Achieved</b></p> <p>Delivery of the Health and PE curriculum</p>	<p>The tamariki have had various opportunities to participate in different sporting codes within our school and with tamariki from other kura. School teams- hockey, netball, basketball and rippa.</p> <p>Interschool and regional events - Top School, cross country, gymnastics, surfing, EBOP Ki o Rahi, Winter sports, Sevens tournament. Within our kura - bike ready, Ki o Rahi training, tackle 5's, cross country, swimming sports.</p>	<p>Teacher planning</p>		<p>Consultation with the community on the delivery of the Health and PE curriculum</p>
<p><b>Action 8</b></p> <p>Opportunities provided for students to be kaitiaki in their community - community voice priority</p>	<p>In Term 1, 2025 a project with Whakatāne District Council commenced with the senior school to reinstate the natural watercourse for whitebait and other native fish to spawn. A group of senior students (known as Kākāriki Rōpū) are involved with fortnightly</p>			

	<p>environmental activities with HALO Whakatane. Earlier in Term 3, 2025 the Kākāriki Rōpū planted native plants at Maraetōtara in Ōhope. Trees for Survival community engagement continued in Term 4 2025 with HALO Whakatāne and James Street School.</p>			
<p><b>Action 9~Achieved</b> Use quality data to identify students requiring literacy support and mathematics support. Use quality data to identify cohorts of need / priority areas for further development</p>	<p>See end of year data 2025 Writing data has been collected and moderated each term using E-AsTTle. This data was analysed in Term 2 and actions were developed from it at syndicate and SLT level All relevant BSLA assessments are completed each term. Tier 2 students are identified and an intervention plan put in place with Paula supporting this.</p>			<p>This needs to remain an ongoing focus for 2026. Developing syndicate, team/teacher capability to identify priority students and carry out a deep dive into available data</p>

# Strategic Goal 2

## Statement of variance: progress against targets 2025

A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

### Strategic Goal 2:

Our Māori tamariki are engaged in their learning and are achieving educational success as Māori.

### Annual Target/Goal:

Māori ākonga will have improved outcomes and achievements

Actions	What did we achieve?	Evidence	Reasons for any variances between the target and the outcomes	Planning for next year – where to next?
<b>Action 1</b> Strengthen educational partnerships with our Māori whānau	Kōrero Mai, Matariki, pōhiri, Class Dojo Story, Class Portfolios, Student Led Conferences, kapa haka.	Events, TRM used in newsletters, board reports		This needs to be ongoing. Consult with whānau to see what they see is important for them and their tamariki.
<b>Action 2</b> Strengthen educational partnerships with Ngāti Awa	<ul style="list-style-type: none"> <li>• Noho marae at Te Whare o Toroa Marae</li> <li>• Utilised the expertise of two kaumatua Robert Takotohiwi &amp; others for pōhiri</li> <li>• Employed kapa haka tutor, Hinepare Tawa and had a kapa haka exchange at Te Rangihouhiri Marae</li> <li>• Co-opted Moerangi Black</li> </ul>	Whole school attended pōhiri at Te Whare o Toroa and five classes had overnight stays <ul style="list-style-type: none"> <li>• Budget for pōhiri expenses and iwi connections</li> </ul>	This is actually relevant to what has happened in the past. Every year we need to continue to add to the previous year's efforts.	This needs to be ongoing

	onto the board			
<b>Action 3</b> Continue to work in partnership with the Kāhui Ako and Ngāti Awa to develop Ngāti Awatanga within our school	<ul style="list-style-type: none"> <li>Ngāti Awa waiata koroua have been taught to our tamariki: Mā Wai Rā. Senior classes have learnt or are still learning Te Tangi a Tamapahore.</li> <li>Te Hāro Toroa - 2 day event: Kapa Haka &amp; Hākinakina. Our kura participated in Kapa Haka in Term 1, 2025. The sports day was postponed until Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>Iwi connections with Ngāti Awa via the Kāhui Ako. Our staff have been kept updated via gmail, kōrero or Iwi Connections notice board.</li> <li>Participation in both events</li> </ul>		<ul style="list-style-type: none"> <li>The Kāhui Ako will end due to the government no longer funding it, but local principals have made a commitment to continue to work together</li> <li>Continue to seek knowledge from the iwi and provide opportunities for our tamariki.</li> </ul>
<b>Action 4</b> Work in partnership with the Kāhui Ako to develop and implement a graduate profile.	Graduate profile has been completed.	A graduate profile has been shared with staff at staff meeting 1/9/2025.	Some of it has been followed by chance, however, in time the staff will utilise the knowledge in it and enhance it with our own knowledge.	Sarah Copeland is still available to support our kaiako with our connection with Ngāti Awa.
<b>Action 5</b> Staff will grow their understanding of te ao Māori, Ngāti Awatanga, tikanga Māori and te reo Māori	<ul style="list-style-type: none"> <li>Lessons provided by Moerangi Black for teachers interested in learning TRM.</li> <li>Some teachers attended PLD for TRM &amp; Te Tiriti o Waitangi</li> <li>A te reo Māori levelled curriculum is being developed that focuses on reo that is relevant for a James Street School context with a focus on conversational language.</li> <li>Tikanga, kawa, pronunciation, kiwaha, local places names and tīpuna</li> </ul>	<ul style="list-style-type: none"> <li>Six teachers took on this opportunity</li> <li>X5 staff</li> <li>Pronunciation, usage of TRM slowly improving and in some areas being accepted</li> </ul>	Some staff did not take up the opportunity to learn. I was happy to leave this as optional for the 2025 year.	<ul style="list-style-type: none"> <li>PLD will be budgeted for in the coming year.</li> <li>The TRM curriculum will be completed early in the new year.</li> </ul>

	<p>were shared at assemblies.</p>			
<p><b>Action 6</b>          Ākonga develop relationships across the school through purposeful tuakana teina taima.</p>	<p>Throughout 2025 Tuakana-Teina have been encouraged and timetabled into weekly timetables. Teachers collaborate each term to decide which activities will enhance positive relationships for our tamariki.</p>	<p>Teacher planning</p>		<p>This process will continue in 2026</p>

# Strategic Goal 3

## Statement of variance: progress against targets 2025

A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

### Strategic Goal 3:

Our students with diverse learning needs are supported in their hauora and learning to successfully engage with Te Mātaiaho and to achieve positive outcomes.

### Annual Target/Goal:

All students with diverse learning needs make measured progress in relation to Te Mātaiaho, towards their individual learning goals - academic and social.

Actions	What did we achieve?	Evidence	Reasons for any variances between the target and the outcomes	Planning for next year – where to next?
<p><b>Action 1</b> Commit to providing financial support for support staff personnel - to top up what is provided through ORS, Learning Support Behaviour, IWS, RTL and Oranga Tamariki</p>	<p>Nat - ORS tamariki funding covers Specialist Teacher time (this time is dependent on their verification e.g. High or Very High, Teacher aide time, Termly consumable funding (again this is dependent on verification) 2025 We have 3 tamariki that are ORS verified VH = 5 hours per week teacher time (currently funds two teachers), 20 hours a week TA time, Consumable funding \$140.30 per term We have 11 tamariki ORS verified H = 2.5 hours per week teacher time, TA time varies roughly 12 - 14 hours per week,</p>	<p>Over \$500, 000 was allocated to TA wages</p>		<p>A needs analysis will be completed to ensure the school can survive financially into the future with the amount of TA employed.</p>

	Consumable funding \$70.14 per term Student A has dual funding ORS + ACC - ORS covers teacher time and consumable funding and ACC covers TA time (30 hours) Student B Specialist teaching time is covered by Ko Taku Reo			
<b>Action 2</b> Commit to providing financial support for professional development	Our total budget was \$27,000 in the 2025 budget. \$2000 was specifically for ORS students	2025 budget		Use the PLG to identify areas teachers need strengthening for this goal
<b>Action 3~Achieved</b> Support teachers in the school to lift their capability to better meet the needs of our learners with additional learning needs	Employment of Specialist Teacher SLT, SENCo and LSC			Discuss with all TAs to identify areas teachers need strengthening for this goal
<b>Action 4</b> Support students with challenging behaviour to reach their educational potential.	The cycle was reviewed in 2025 however the team are seeking a complete review of all aspects of our PB4L program starting with the question: are our values still relevant? We will be seeking consultations with all stakeholders.  Students received individualised support through the MOE Behaviour and Intensive Wraparound teams, alongside formal IEPs and multi-disciplinary specialist input.	IEP/IBP Team minutes Interagency Learning Support minutes		Ongoing review of JSS PB4L and Behaviour Support systems
<b>Action 5</b> ORS students will be supported to participate in learning and social activities across the school and with	ORS tamariki are provided with opportunities to participate in all school-wide activities.	Some tamariki have developed the knowledge, skills, and confidence to join kura before school, as well as during morning tea and lunchtime.	At times, access to these activities needs to be carefully scaffolded to support tamariki with sensory needs or	As part of the PB4L review we are looking at ways to deepen connections across the school

their peers		Others require 1:1 supervision to ensure their safety outside of the Matai classroom environment during break times.	anxieties related to being in large groups.	
<b>Action 6~Not Achieved</b> ORS students will take part in a variety of learning and social activities outside of school	Matai children participated in a Surf School one day programme.		It can be logistically challenging with lack of whānau support for EOTC	Investigate opportunities for EOTC lifeskills experiences for our senior ORS tamariki in Matai e.g. shopping at pak n save, visiting vege shops, library, butchers etc
<b>Action 7~Achieved</b> Individual Learning Plans will be written in consultation with the teacher, key worker and whānau	Tamariki have IEP meetings every 6 months e.g. Term 1 + 3 or Term 2 + 4. For Ors students this meeting includes reviewing safety plans, behaviour plans, Physio plans, sensory profiles and learning goals set as a team IEPs include curriculum goals e.g. literacy and numeracy and key competency goals	Plans for students supported by the following; ORS, ICS, ELLs		Ongoing
<b>Action 8</b> Self regulation will be explicitly taught through experiencing co-regulation	Whole school engagement in Pause-Breath-Smile	GGL planning and strategies applied across the school		Continue to implement aspects of this programme
<b>Action 9~Achieved</b> All classrooms will use a visual timetable	All classes have some form of visual timetable.			

## **Giving Effect to Te Tiriti o Waitangi**

This statement outlines how James Street School gives effect to **Te Tiriti o Waitangi**.

### **Kāwanatanga (Article One): Good Governance and Partnership**

In 2024 the board unanimously agreed to continue to give effect to Te Tiriti o Waitangi and made this known to our community. Part of this process was co-opting a member who could support the board with knowledge from Ngāti Awa and around tikanga relevant to this area.

In 2025, we had two other board members that whakapapa to Ngāti Awa which meant out of a total of nine board members a third had some knowledge and connections to the whenua, hapū and iwi.

There was one specific strategic goal, 'Our Māori tamariki are engaged in their learning and are achieving educational success as Māori'. This meant keeping focus on Māori students to ensure the board receives regular reports on Māori student achievement and the effectiveness of strategies designed to improve their educational situation.

### **Tino Rangatiratanga (Article Two): Self-Determination and Active Protection**

We actively protect te reo Māori by teaching te reo Māori a minimum of thirty minutes a week. There was a focus on conversational language so that the reo is living and heard around the school by all. There was investment in **quality professional development** to upskill teachers in te ao Māori and ensure they can better meet the Tātaiako cultural competencies. Te reo Māori was also shared through kīwaha, newsletters and board reports.

Relevant tikanga was taught to all children and staff so they had a better understanding about Māori tikanga and could understand and negotiate confidently interactions Māori.

Our curriculum is responsive to local histories, and stories, developed through consultation with tangata whenua to ensure we reflect the specific context of the land on which the school stands. Examples are the noho marae at Te Whare o Toroa, a kapa haka exchange with Taikura (local pakeke) and Te Rangihouhiri Marae and including Ngāti Awa in many events.

We attempt to ensure Māori students see themselves and their culture reflected in their learning environment, allowing them to be Māori in all contexts. We are definitely nowhere near the finished product but we are making small strides each term.

### **Ōritetanga (Article Three): Equity and Success as Māori**

Our commitment to Article Three focuses on achieving equitable outcomes and ensuring Māori students enjoy educational success as Māori.

Practical ways of doing this is breaking our achievement data down by ethnicity and seeing how Māori students are achieving.

We celebrate cultural distinctiveness and participation in te ao Māori alongside universal academic skills. We strive for productive partnerships. We have engaged with whānau in their own spaces and through community events and ensured that school-whānau interactions are reciprocal rather than one-way.

We provide opportunities for the whānau to contribute their expertise to the learning community.

### **Te Ritenga Māori (Article Four): Protection of Beliefs and Customs**

We continue to encourage and respect Māori beliefs through karakia, inoi and other cultural practices. Karakia is shared at appropriate times. The pōhiri process utilises the expertise of our kaumātua Robert Takotohiwi and other supporters of the school when the need arises. There has been a conscious effort to demystify these protocols so that staff and students feel comfortable and knowledgeable about why processes are carried out as they are and how to conduct oneself so that you are respectful and safe.

Hei whakakapi māku me te whakatauākī a Tā Hemi Hēnare, "Kua tawhiti kē tō haerenga mai kia kore e haere tonu. He nui rawa o mahi kia kore e mahi tonu. Nā, kia kaha tonu tātou kia tutuki i wēnei mahi nui whakaharahara mō Te Tiriti o Waitangi.

## **Report on other special and contestable funding**

The board is responsible for the accuracy of the financial statements.

Internal controls are in place to ensure "tagged" funds are used only for their intended purpose.

Special and contestable funding is clearly identified in the Notes to the Accounts. It shows:

- Income Received: The total amount of the specific grant received during the year.
- Expenditure: A breakdown of how that specific money was spent.

Generally, the school spends special and contestable funding (plus a very generous extra amount of the operational grant) for the purpose intended all in aid of supporting learning in the school.