

# LEE STREAM SCHOOL

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



Principal: Kate Martin

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Ministry Number: 3761

Accounting Service Provider: Accounting For Schools Ltd

# LEE STREAM SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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**LEE STREAM SCHOOL**  
Statement of Responsibility  
For the year ended 31 December 2025

The Board of Trustees 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 yearended 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.

Andrew Richards

\_\_\_\_\_  
Full Name of Presiding Member

*Andrew Richards*

\_\_\_\_\_  
Signature of Presiding Member

27/5/26

\_\_\_\_\_  
Date:

Kate Martin

\_\_\_\_\_  
Full Name of Principal

*Kate Martin*

\_\_\_\_\_  
Signature of Principal

27/5/26

\_\_\_\_\_  
Date:

# LEE STREAM SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	388,672	366,881	370,229
Locally Raised Funds	3	46,596	54,340	34,605
Interest		6,503	5,000	11,819
<b>Total Revenue</b>		<b>441,771</b>	<b>426,221</b>	<b>416,653</b>
<b>Expenses</b>				
Locally Raised Funds	3	1,765	4,800	10,341
Learning Resources	4	227,851	220,976	214,876
Administration	5	64,532	59,975	57,258
Interest		611	-	470
Property	6	146,236	139,400	140,883
		<b>440,995</b>	<b>425,151</b>	<b>423,828</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>777</b>	<b>1,070</b>	<b>(7,174)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>777</b>	<b>1,070</b>	<b>(7,174)</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.



**LEE STREAM SCHOOL**  
Statement of Changes in Net Assets/Equity  
For the year ended 31 December 2025

	<b>2025 Actual \$</b>	<b>2025 Budget \$</b>	<b>2024 Actual \$</b>
<b>Balance at 1 January</b>	268,772	268,773	275,946
Total comprehensive revenue and expense for the year	777	1,070	(7,174)
Contribution - Furniture and Equipment Grant	3,098	-	-
<b>Equity at 31 December</b>	<u>272,647</u>	<u>269,843</u>	<u>268,772</u>
Accumulated comprehensive revenue and expense	272,647	269,843	268,772
<b>Equity at 31 December</b>	<u>272,647</u>	<u>269,843</u>	<u>268,772</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the



**LEE STREAM SCHOOL**  
Statement of Financial Position  
As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	65,292	100,093	65,216
Accounts Receivable	8	22,722	15,000	20,868
GST Receivable		-	-	14,011
Investments	9	143,351	120,000	136,722
Prepayments		3,821	4,000	739
		235,186	239,093	237,556
<b>Current Liabilities</b>				
Accounts Payable	11	26,956	25,000	24,528
Finance Lease Liability	14	3,426	750	3,055
Funds held for Capital Works Projects	15	497	-	15,750
GST Payable		1,208	3,000	-
Revenue Received in Advance	12	-	1,000	-
		32,087	29,750	43,333
		203,099	209,343	194,223
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	81,085	70,000	84,676
		81,085	70,000	84,676
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	4,038	1,500	4,128
Provision for Cyclical Maintenance	13	7,500	8,000	6,000
		11,538	9,500	10,128
<b>Net Assets</b>				
		272,647	269,843	268,772
<b>Equity</b>				
		272,647	269,843	268,772

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



**LEE STREAM SCHOOL**  
**Statement of Cash Flows**  
For the year ended 31 December 2025

		<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Note</b>	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
			<b>\$</b>	
<b>Cash flows from Operating Activities</b>				
Government Grants		122,952	107,881	115,937
Locally Raised Funds		45,064	55,019	30,968
Goods and Services Tax (net)		15,222	17,012	(12,778)
Payments to Employees		(78,597)	(79,089)	(77,952)
Payments to Suppliers		(83,276)	(63,627)	(75,273)
Interest Paid		(611)	-	(470)
Interest Received		7,309	7,556	11,729
Net cash from / (to) the Operating Activities		28,063	44,752	(7,839)
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(6,188)	6,067	(220)
Purchase of Investments		(6,629)	16,722	(7,334)
Net cash from / (to) the Investing Activities		(12,817)	22,789	(7,554)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,098	(11,982)	-
Finance Lease Payments		(3,016)	(4,933)	(2,143)
Funds on behalf of other Parties		(15,253)	(15,749)	2,565
Net cash from Financing Activities		(15,171)	(32,664)	422
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>74</b>	<b>34,875</b>	<b>(14,972)</b>
Cash and cash equivalents at the beginning of the year	7	65,216	65,216	80,186
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>65,292</b>	<b>100,093</b>	<b>65,216</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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Lee Stream 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 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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

##### **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.

##### **Useful lives of property, plant and equipment**

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



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### *Cyclical Maintenance*

A 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 13.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease

transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

#### *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



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **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 credit losses (uncollectable debts). The schools 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) 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.

### **i) 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.



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **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 - Crown	10 - 25 years
Furniture and equipment	5 - 10 years
Information and communication technology	5 - 13 years
Buildings	10 - 50 years
Leased assets held under a Finance Lease	3 - 4 years
Library resources	12.5% Diminishing value

### **j) 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.

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.



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **k) 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.

### **l) 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.

### **m) 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 Revenue and Expense.

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

### **n) Revenue Received in Advance**

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

### **o) 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 schools 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.



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### **p) 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.

### **q) 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.

### **r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

### **s) 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.



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 2. Government Grants

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	122,952	106,881	114,977
Teachers' salaries grants	159,594	160,000	148,429
Use of Land and Buildings grants	106,126	100,000	106,823
	<u>388,672</u>	<u>366,881</u>	<u>370,229</u>

### 3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Fees for Extra Curricular Activities	199	16,940	392
Donations & Bequests	21,666	17,600	13,680
Fundraising & Community Grants	193	-	1,196
Other revenue	24,207	19,200	19,192
Trading	331	600	145
	<u>46,596</u>	<u>54,340</u>	<u>34,605</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	1,313	4,600	9,312
Fundraising and Community Grant Costs	-	-	668
Trading	452	200	361
	<u>1,765</u>	<u>4,800</u>	<u>10,341</u>
<i>Surplus for the year Locally raised funds</i>	<u>44,831</u>	<u>49,540</u>	<u>24,264</u>

### 4. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	14,890	12,000	17,384
Employee Benefits - Salaries	194,557	195,876	183,564
Library Resources	81	-	-
Information and Communication Technology	1,205	1,600	1,662
Staff Development	4,042	1,500	711
Depreciation	13,076	10,000	11,555
	<u>227,851</u>	<u>220,976</u>	<u>214,876</u>



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	10,253	5,016	8,141
Board Expenses	162	300	57
Board Fees	3,360	3,000	3,300
Communication	870	1,000	840
Consumables	206	600	352
Employee Benefits - Salaries	38,655	37,109	36,857
Insurance	-	250	630
Operating Lease	429	1,700	1,288
Other	8,040	8,250	3,138
Service Providers, Contractors and Consultancy	2,557	2,750	2,655
	<u>64,532</u>	<u>59,975</u>	<u>57,258</u>

### 6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	914	1,000	1,069
Cyclical Maintenance Expense	1,500	1,500	1,500
Employee Benefits - Salaries	4,673	5,500	5,646
Grounds	16,871	19,700	6,365
Heat, Light and Water	9,289	6,700	6,326
Rates	1,275	1,000	1,240
Repairs and Maintenance	5,588	4,000	11,914
Use of Land and Buildings	106,126	100,000	106,823
	<u>146,236</u>	<u>139,400</u>	<u>140,883</u>

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



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Bank Current Account	65,292	100,093	65,216
Cash equivalents and bank overdraft for Cash Flow Statement	<u>65,292</u>	<u>100,093</u>	<u>65,216</u>

Of the \$65,292 Cash and Cash Equivalents, \$497 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2026 on Crown owned school

### 8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Receivables	5,185	1,000	3,697
Interest Receivable	1,750	-	2,556
Teacher Salaries Grant Receivable	15,788	14,000	14,615
	<u>22,723</u>	<u>15,000</u>	<u>20,868</u>
Receivables from Exchange Transactions	6,935	1,000	6,253
Receivables from Non-Exchange Transactions	15,788	14,000	14,615
	<u>22,723</u>	<u>15,000</u>	<u>20,868</u>

### 9. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Current Asset			
Short-term Bank Deposits	143,351	120,000	136,722



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 10. Property, Plant and Equipment

	Opening Balance	(NBV) Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Audio Visual	1,054	-	-	-	(226)	828
Building Improvements	5,879	4,562	-	-	(1,312)	9,128
Buildings - School Houses	50,281	-	-	-	(1,872)	48,409
Equipment	2,167	-	-	-	(617)	1,551
Furniture	5,087	1,626	-	-	(1,058)	5,655
Information Technology	11,335	-	-	-	(3,914)	7,421
Leased Assets	6,850	3,297	-	-	(3,823)	6,325
Library Resources	2,023	-	-	-	(254)	1,768
<b>Balance at 31 December 2025</b>	<b>84,676</b>	<b>9,485</b>	<b>-</b>	<b>-</b>	<b>(13,076)</b>	<b>81,085</b>

The net carrying value of equipment held under a finance lease is \$6,325 (2024: \$6,850).

#### 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	Accum Depn	Net Book Value	Cost or Valuation	Accum Depn	Net Book Value
	\$	\$	\$	\$	\$	\$
Audio Visual	6,795	(5,967)	828	6,795	(5,741)	1,054
Building Improvements - Property	39,946	(30,818)	9,128	35,385	(29,506)	5,879
Buildings - School Houses	87,470	(39,061)	48,409	87,470	(37,189)	50,281
Equipment	6,879	(5,328)	1,551	6,879	(4,712)	2,167
Furniture	17,865	(12,210)	5,655	16,239	(11,153)	5,087
Information Technology	49,136	(41,715)	7,421	49,136	(37,801)	11,335
Leased Assets	40,229	(33,904)	6,325	36,932	(30,082)	6,850
Library Resources	5,946	(4,178)	1,768	5,946	(3,922)	2,023
<b>Balance at 31 December</b>	<b>254,266</b>	<b>(173,181)</b>	<b>81,085</b>	<b>244,782</b>	<b>(160,106)</b>	<b>84,676</b>



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	1,378	10,000	2,063
Accruals	9,118	-	7,246
Employee Entitlements - salaries	15,788	15,000	14,615
Employee Entitlements - leave accrual	671	-	604
	<u>26,955</u>	<u>25,000</u>	<u>24,528</u>
Payables for Exchange Transactions	26,284	25,000	23,924
Payables for Non-exchange Transactions - Other	671	-	604
	<u>26,955</u>	<u>25,000</u>	<u>24,528</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	1,000	-
	<u>-</u>	<u>1,000</u>	<u>-</u>

### 13. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	6,000	6,000	4,500
Increase to the Provision During the Year	1,500	1,500	1,500
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>7,500</u>	<u>7,500</u>	<u>6,000</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non Current	7,500	8,000	6,000
	<u>7,500</u>	<u>8,000</u>	<u>6,000</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 14. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	3,906	900	3,529
Later than One Year	4,470	1,600	4,549
Future Finance Charges	(912)	(250)	(895)
	<u>7,464</u>	<u>2,250</u>	<u>7,183</u>
<b>Represented by</b>			
Finance lease liability - Current	3,426	750	3,055
Finance lease liability - Non Current	4,038	1,500	4,128
Later than 5 Years	-	-	-
	<u>7,464</u>	<u>2,250</u>	<u>7,183</u>

### 15. Funds Held for Capital Works Projects

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

	2025	Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
		\$	\$	\$	\$	\$
5YA 1 AMS CP Upgrade Project		15,750	14,161	(29,414)	-	497
Totals		<u>15,750</u>	<u>14,161</u>	<u>(29,414)</u>	<u>-</u>	<u>497</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	497
Funds Due from the Ministry of Education	-
	<u>497</u>

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a board-owned asset that is recognised in note 13.

	2024	Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
		\$	\$	\$	\$	\$
5YA 1 AMS CP Upgrade Project		13,184	356,262	(353,696)	-	15,750
Totals		<u>13,184</u>	<u>356,262</u>	<u>(353,696)</u>	<u>-</u>	<u>15,750</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	15,750
Funds Due from the Ministry of Education	-
	<u>15,750</u>



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 16. Related Party Transactions

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

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

### 17. Remuneration

#### *Key management personnel compensation*

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	\$	\$
<i>Board Members</i>		
Remuneration	3,360	3,300
<i>Leadership Team</i>		
Remuneration	135,359	119,894
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	138,719	123,194
Total full-time equivalent personnel	1.00	1.00

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

#### *Principal*

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4

#### *Other Employees*

There were no other employees with remuneration greater than \$100,000 (2023: nil).

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



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 18. Compensation and Other Benefits Upon Leaving

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

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

### 19. Contingencies

There are no contingent liabilities 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 of specific individuals, as such, this is expected to resolve the liability for school boards.

#### Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

### 20. Commitments

#### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$37,710 (2024: \$67,124) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
AMS CP Upgrade Project	452,930	415,220	37,710

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

#### (b) Operating Commitments

As at 31 December 2025 the Board has not entered into any contracts (31 December 2024: nil).



# LEE STREAM SCHOOL

For the year ended 31 December 2025

## Notes to the Financial Statements

### 21. Financial Instruments

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	65,292	100,093	65,216
Receivables	22,723	15,000	20,868
Investments - Term Deposits	143,351	120,000	136,722
<b>Total Financial assets measured at amortised cost</b>	<b>231,366</b>	<b>235,093</b>	<b>222,806</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	26,955	25,000	24,528
Finance Leases	7,464	2,250	7,183
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>34,419</b>	<b>27,250</b>	<b>31,711</b>

### 22. Events After Balance Date

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

### 23. Comparatives

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



# LEE STREAM SCHOOL

Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Term expired/expires</b>
Kate Martin	Principal	Appointed 2023	
Jo Harris	Member	Re-elected 2025	August 2028
Janna Nichol	Member	Re-elected 2025	August 2028
Andrew Richards	Chairmen	Re-elected 2025	August 2028
Kong-Ja Scorgie	Member	Re-elected 2025	August 2028
Tessa Jowett	Staff Rep	Re-elected 2025	August 2028
Hayley Vaughan	Presiding Member	Re-elected 2022	September 2025
Tim Gray	Parent Rep	Re-elected 2022	September 2025
Craig Nichol	Parent Rep	Re-elected 2022	September 2025
Shaye Hall	Staff Rep	Selected 2024	September 2025

# **LEE STREAM SCHOOL**

## **Kiwisport Statement**

**For the year ended 31 December 2025**

Lee Stream Students participated in various organised sports during 2025.

In 2025 the school received Kiwisport funding of \$187 (2024: \$176). The funding went towards updating some of our athletics equipment and traveling to sporting events to further enhance the sporting opportunities at Lee Stream School.

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

For the year ended 31 December 2025 Lee Stream 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 contract 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.

## **INDEPENDENT AUDITOR'S REPORT**

### **To the readers of Lee Stream School's financial statements for the year ended 31 December 2025**

The Auditor-General is the auditor of Lee Stream School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

### **Opinion**

In our opinion the financial statements:

- a) present fairly, in all material respects:
  - the School's financial position as at 31 December 2025; and
  - the School's financial performance and cash flows for the year then ended; and
- b) 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 27 May 2026. This is the date at which our opinion is expressed.

### **Basis for our opinion**

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

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our 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, Report of Te Tiriti o Waitangi, 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, Report of Te Tiriti o Waitangi, 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.

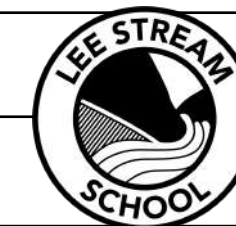
### **Independence**

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)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Philip Sinclair  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Dunedin, New Zealand

**Annual Target/Goal:**

- To embed Assessment for Learning (AfL) practices across the school to improve student outcomes.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year - where to next?
<ul style="list-style-type: none"> <li>Implement Assessment for Learning practices across literacy and maths, including the use of success criteria, feedback, and self-reflection.</li> <li>Use flexible small group and 1:1 teaching to support learners at their point of need.</li> <li>Support students to understand and talk about their learning using age-appropriate approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment for Learning practices were strengthened across the school. Students were supported to understand what they were learning and what they were working towards, using approaches suited to their age and stage.</li> <li>Juniors were encouraged to talk about their learning and use visual cues such as green and orange highlighters, while older students engaged more independently with feedback and next steps. Small group and 1:1 teaching continued to be a strength, allowing teaching to respond quickly to student needs.</li> <li>Over the year, students showed increased confidence in understanding their learning and articulating next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student work samples</li> <li>Seesaw learning posts and reflections</li> <li>Mid-year and end-of-year assessment data</li> <li>Teacher professional judgement</li> <li>Feedback from Otago University involvement validating literacy practice</li> </ul>	<p><b>What went well</b></p> <ul style="list-style-type: none"> <li>Assessment for Learning practices were implemented in ways that suited the age and stage of students. Verbal reflection and learning conversations worked particularly well, especially with junior students.</li> <li>Flexible grouping and small group teaching allowed feedback and next steps to be given regularly and in the moment.</li> <li>External feedback from Otago University staff validated the structured literacy approaches already in place, giving confidence that current practice is well aligned.</li> </ul> <p><b>What we need to work on</b></p> <ul style="list-style-type: none"> <li>AfL is not yet fully consistent across all learning areas and age groups.</li> <li>Written self-assessment and goal-setting are still developing, particularly for younger learners where verbal reflection has been prioritised.</li> <li>More clarity and shared language around AfL will help strengthen consistency moving forward.</li> <li>Strengthening how student learning and next steps are shared with whānau, so that families are more connected to and understand their child's learning.</li> </ul> <p><b>Exceeded expectations</b></p> <ul style="list-style-type: none"> <li>Students showed a stronger than expected ability to talk about their learning when asked, particularly in literacy and maths.</li> <li>Juniors were able to explain what they were learning to do and why, without the need for written reflection.</li> <li>Older students demonstrated growing independence in identifying strengths and next steps.</li> </ul> <p><b>Unexpected challenges</b></p> <ul style="list-style-type: none"> <li>An increase in junior students required a shift in focus towards more foundational AfL approaches, which slowed the implementation of more formal self-assessment practices.</li> <li>The small roll and mixed year levels meant progress was often best captured through observation and professional judgement rather than formal data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to strengthen Assessment for Learning practices with clearer progression across year levels. Support students to gradually move from verbal reflection to more independent self-assessment over time.</li> <li>Maintain flexible grouping and targeted support, particularly as new students join the school.</li> <li>Continue to build strong connections between school and home by making student learning and progress more visible to whānau. Through HERO and regular sharing, we aim for all families to feel connected to their child's learning and confident in how they can support it.</li> <li>In 2026, the school will transition to the Hero student management system. While Hero has the capability for students to share learning progress and work with whānau, we will take time to ensure this approach is user-friendly and works well for our families. Our aim is to have a streamlined, one-stop system that supports Assessment for Learning and strengthens communication between school and home</li> </ul>



Strategic Goal 2:

**Strengthen engagement with whānau and the broader community to enhance student learning, wellbeing, and school culture.**

Target/Goal:

2. To increase whānau and community participation in the school to support the students' learning.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year - where to next?
<ul style="list-style-type: none"> <li>Strengthen engagement with whānau and the wider community through curriculum evenings, community events, authentic learning experiences, communication through newsletters and Seesaw</li> <li>Continue to maintain strong connections with families and former students.</li> </ul>	<ul style="list-style-type: none"> <li>Whānau and community engagement was strong across the year and exceeded expectations for a small school. We had high attendance at school events, including 100% family attendance at our Lee Stream Low Down curriculum evening and strong turnout at assemblies, working bees, and community events. Students shared learning with whānau through assemblies, newsletters, Seesaw, and community-based experiences.</li> <li>Authentic learning opportunities strengthened engagement, including the working bee, Kea Kids News involvement in Term 3, students growing and selling seedlings at the Outram Community Market, and hosting Arthur Street School for a farm-based learning day in Term 4. These experiences built student confidence, leadership, pride, and a strong sense of belonging.</li> <li>Strong relationships were also maintained with former students and families, with many returning to visit during the final weeks of the year and on teacher-only days.</li> <li>Student wellbeing data continued to show very positive outcomes. The student wellbeing survey indicated that 92% of students reported they always or mostly feel a sense of belonging at school, 92%</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at Lee Stream Low Down curriculum evening (100% family attendance)</li> <li>Attendance at assemblies, working bee, and community events</li> <li>Weekly newsletters and values focus</li> <li>Seesaw engagement, particularly from junior families</li> <li>Kea Kids News feature (Term 3)</li> <li>Outram Community Market seedling fundraiser</li> <li>Arthur Street School farm-based learning day (Term 4)</li> <li>Student wellbeing survey (2025)</li> <li>Anecdotal feedback from whānau and former students</li> </ul>	<p><b>What went well:</b> Whānau and community engagement were real strengths for us this year. For a small school, turnout and involvement across the year were awesome. Events like the Lee Stream Low Down, assemblies, and shared learning opportunities were very well supported by families. The Term 3 working bee was a standout, with families, community members, and even people with no direct connection to the school coming along to help out, which really highlighted the strong sense of community around Lee Stream School. Students loved being involved with Kea Kids News in Term 3, sharing their learning on a national platform and feeling proud of who we are as a school. Term 4 finished on a high with a very well-attended end-of-year assembly, bringing everyone together to celebrate the year. Students also grew and sold seedlings at the Outram Community Market, with the money going straight back into their garden plans. Hosting Arthur Street School for a farm-based learning day was another highlight, with our students confidently stepping into leadership roles and showing pride in their school. Seesaw engagement increased across the year, particularly with junior families, helping keep whānau connected to what was happening in the classroom. Student well-being survey responses matched what we see day to day, with students reporting they feel happy, safe, and supported at school.</p> <p><b>What we need to work on:</b> While engagement was strong, much of our evidence comes from observations, conversations, and ongoing relationships rather than formal data collection. There is room to be more deliberate about gathering and recording whānau voices after events. Engagement through Seesaw was stronger with junior families than senior families, and we need to keep thinking about how best to support engagement as students get older. As we move to HERO, we will need to make sure families feel confident using it and that it supports meaningful sharing of learning.</p> <p><b>Exceeded expectations:</b> Community involvement went well beyond our immediate school families, with strong support from the wider community. Former students continue to have close connections with the school, often popping back in during the final week of the year or joining us on Teachers Only Days or work days. Feedback from families suggests students leave Lee Stream feeling confident, independent, and well prepared for the move to secondary school, both academically and socially.</p> <p><b>Unexpected challenges:</b> As a small school, collecting formal engagement data can be tricky. Using multiple communication platforms across the year also highlighted the need for a simpler, more streamlined approach.</p> <p><b>Planning for next year - where to next?</b> We will continue building on what is working well by offering a mix of learning focused and informal ways for whānau</p>	<ul style="list-style-type: none"> <li>Continue to strengthen whānau and community engagement through a mix of learning-focused and informal opportunities.</li> <li>Transition to HERO as our student management system and support families to use its features to engage with student learning and progress.</li> <li>Develop more consistent ways to gather feedback from whānau following events.</li> <li>Maintain strong connections with former students and continue opportunities that build pride, belonging, and leadership within the school community.</li> <li>Implement the Attendance</li> </ul>

	<p>reported they always or mostly feel safe, and 92% said they know who to talk to if they are worried or upset. In addition, 85% of students described themselves as really happy or mostly happy at school. These results closely reflect what is seen day to day through strong relationships and consistent routines.</p>		<p>and the community to be involved. In 2026 we will transition to HERO as our student management system and use its features to share learning and progress with families in one central place. We will also be more intentional about gathering whānau feedback and will keep nurturing the strong connections that make Lee Stream School the place it is.</p>	<p>Management Plan and have this in place to share with the school community in Term 1, 2025.</p> <ul style="list-style-type: none"> <li>• Strengthen the focus on regular attendance as a key part of engagement, ensuring students are present, connected, and able to fully participate in learning.</li> </ul>
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Strategic Goal 3:

**Accelerate student achievement in literacy and numeracy to ensure all ākonga make progress and meet or exceed expected curriculum levels.**



Target/Goal:

3. To improve student achievement in literacy and numeracy across the school.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<ul style="list-style-type: none"> <li>Implement structured literacy approaches aligned with Little Learners Love Literacy.</li> <li>Use PAT Adaptive Maths in Term 1 and Term 4 to support teaching and learning.</li> <li>Use flexible grouping and targeted teaching to respond to individual student needs.</li> <li>Implement and refine a refreshed assessment schedule aligned with Te Mātaiaho to support consistent tracking and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Structured literacy was consistently implemented across the school, strengthening foundations in reading, spelling, and writing.</li> <li>Students made steady progress in literacy and numeracy across the year, supported by explicit teaching and regular monitoring.</li> <li>End-of-year assessment information showed very strong achievement across the school. In mathematics, 100% of students were working at their expected year level. In reading, 100% of students were working at their expected year level. In writing, 91% of students were working at their expected year level, with the remaining 9% continuing to develop against expectations. Given the small cohort size, these percentages provide a useful snapshot alongside teacher observations and professional judgement, which show students making steady progress from their individual starting points.</li> <li>PAT Adaptive Maths provided useful information to support teaching decisions and identify next steps in maths learning.</li> <li>Flexible grouping and targeted teaching allowed us to respond quickly to student needs within a multi-level classroom</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS baseline and progress data</li> <li>PAT Adaptive Maths results (Term 1 and Term 4)</li> <li>Teacher observations and ongoing tracking</li> <li>Student work samples</li> <li>Learning conversations with students</li> </ul>	<p><b>What went well:</b> Consistent teaching approaches, strong relationships, and small class size allowed for close monitoring of student progress and timely adjustments to programmes. Students were well supported through explicit teaching and flexible grouping.</p> <p><b>What we need to work on:</b> Progress data needs to be interpreted carefully due to the small cohort size and wide range of year levels. Formal assessment tools do not always capture the full picture of student progress, particularly for younger students and students new to the school.</p> <p><b>Exceeded expectations:</b> Overall progress and engagement in literacy and numeracy remained strong across the year, with students demonstrating increased confidence and independence in their learning.</p> <p><b>Unexpected challenges:</b> As a very small school, individual student movement and cohort changes can significantly impact overall data trends, requiring a balanced use of both quantitative and qualitative evidence. Much of our evidence comes from observations, conversations, and ongoing relationships rather than formal data collection.</p>	<ul style="list-style-type: none"> <li>Continue to strengthen structured literacy and maths practices, with a focus on clear progression across year levels.</li> <li>Engage in Ministry of Education Assessment PLD in 2026 to support the development of a clearer, more consistent assessment schedule aligned with Te Mātaiaho.</li> <li>Use this PLD to refine what we assess, when we assess, and how assessment information is used to support teaching, learning, and reporting.</li> <li>Maintain flexible grouping and targeted teaching to respond to individual learner needs as the roll continues to change.</li> </ul>



Date: Dec 2025

Data Included:  Y /  N

### Lee Stream School End of Year Maths Data 2025

#### **STRATEGIC GOAL 3:**

Accelerate student achievement in literacy and numeracy to ensure all ākonga make progress and meet or exceed expected curriculum levels.



### Progress and Achievement at Lee Stream School

#### Refreshed Maths Curriculum Highlights

- Focus on Thinking Skills: Enhances creative, critical, and strategic thinking with practical applications in everyday life.
- Curriculum Strands:
  - Number and Algebra: Emphasises calculation, estimation, and pattern recognition.
  - Geometry and Measurement: Focuses on shape properties, position, and quantifying attributes.
  - Statistics: Involves data investigation, analysis, and dealing with uncertainty.
- Structural Change: Levels are now replaced with phases to support flexible learning paths.

### Maths at Lee Stream School

#### How it looks at Lee Stream School:

- **Engaging and Effective Instruction:** maths lessons are engaging, clear, and well-structured, following the Numicon scope and sequence. We use a variety of instructional strategies to cater to different learning styles and abilities, making sure students stay motivated and interested.
- **Building Conceptual Understanding:** Emphasis is placed on developing students' conceptual understanding of math concepts rather than just rote memorisation. Students are encouraged to explore, discuss, and apply math in real-world contexts.
- **Daily Practice and Review:** Regular practice is crucial for math mastery. Students have daily opportunities to practice the skills they are learning and review previously taught concepts.
- **Differentiation:** Differentiate instruction to meet the diverse needs of students. This might involve providing additional support for learners that take more thinking time and offering extension opportunities for advanced students.
- **Problem Solving and Critical Thinking:** Students are encouraged to solve a variety of maths problems. Problem-solving skills and critical thinking are vital for developing mathematical reasoning and creativity.
- **Use of Technology:** Integrating technology, such as educational apps and interactive tools, can enhance learning experiences and make math more engaging and accessible.

- **Math in Context:** Relating maths to real-life situations and other subjects can help students see the relevance and importance of math in their daily lives.
- **Collaborative Learning:** Encouraging collaborative learning through group activities and discussions can foster a supportive learning environment where students can learn from each other.
- **Professional Development:** engaged in ongoing professional development to stay updated on best practices in math education.

<u>Whole School End of Year Maths Data 2025</u>			
	Developing	Working Within	Working Beyond
<b>School Total</b>		11 (100%)	

<u>Girls End of Year Maths Data 2025</u>			
	Developing	Working Within	Working Beyond
<b>Total Girls</b>		5 (100%)	

<u>Boys End of Year Maths Data 2025</u>			
	Developing	Working Within	Working Beyond
<b>Total Boys</b>		6 (100%)	

<b>What does this mean?</b>
<ul style="list-style-type: none"> <li>- Our end-of-year maths data shows an excellent picture across the school, with 100% of students working within their expected phase. There are no students in the Developing category, and both boys and girls have finished the year showing solid progress and confidence in their maths learning.</li> <li>- Our PAT Adaptive results support this. All students were pushed into the next year level during the test, which indicates strong recall, strategy use, and problem-solving. Because PAT Adaptive adjusts in real time, reaching higher-level questions shows learners are coping well with increasingly challenging content.</li> <li>- PAT is only one part of our maths assessment system. We also use ID (Informed Decisions), JAM (Junior Assessment of Mathematics), and GLoSS (Global Strategy Stage) to give us a fuller, more</li> </ul>

reliable picture of each learner. Taken together, these tools show a consistent message:

every student is working exactly where they should be and progressing well.

- Overall, our maths results reflect a capable group of learners who are well set up for success heading into 2026.



Date: December 2025

Data Included:  Y /  N

### Lee Stream School End of Year Writing Data 2025

#### **STRATEGIC GOAL 3:**

Accelerate student achievement in literacy and numeracy to ensure all ākonga make progress and meet or exceed expected curriculum levels.



### English Curriculum Refresh 2025

Starting 1 January 2025, the new English curriculum for Years 0-6 will be implemented in all English medium state and state-integrated schools in New Zealand. This curriculum marks a shift from traditional levels to phases, with Phase 1 covering Years 0-3 and Phase 2 covering Years 4-6. The focus is on a holistic approach that integrates key competencies and learning experiences. The curriculum for Years 7-13 will be released in 2026.

Key Features of the New English Curriculum:

1. Understand-Know-Do Framework:
  - Understand: Focuses on big ideas and themes in English.
  - Know: Covers important content, concepts, and topics.
  - Do: Involves practices, strategies, and skills for learning and application.
2. Structured Literacy Approach:
  - Emphasizes explicit teaching of phonics, spelling, and grammar.
  - Supports students' literacy foundations and cognitive load management.
3. Inclusive and Engaging Learning:
  - Prioritises students' sense of belonging and cultural identities.
  - Encourages exploration of diverse texts and storytelling.
4. Teaching and Assessment:
  - Progress outcomes guide expectations for each phase.
  - Assessment informs teaching and supports student progress.

These updates aim to enhance teaching practices and student outcomes by aligning with the science of learning and fostering a supportive and dynamic learning environment.

### Writing at Lee Stream School

At Lee Stream School, we are passionate about the power of putting pen to paper. From day one as a new entrant, our students are seen as writers, and this journey continues until the day they graduate. We believe in the importance of traditional writing skills, and every student picks up a pen to express their thoughts, ideas, and creativity.

Our students are exposed to a wide variety of genres throughout their time at Lee Stream. This diverse exposure helps them develop a rich understanding of different writing styles and purposes, fostering a love for writing in all its forms.

In the early years, we lay a strong foundation with a structured literacy approach. This method provides our young learners with essential skills in spelling, phonics, and sentence construction, setting them up for success as they progress through their writing journey.

At Lee Stream, writing is more than just a subject; it's a core part of our educational philosophy, nurturing confident and capable communicators who are ready to share their voices with the world.

#### Whole School End of Year Writing Data 2025

	Developing	Working Within	Working Beyond
<b>School Total</b>	1 (9%)	10 (91%)	-

#### Girls End of Year Writing Data 2025

	Developing	Working Within	Working Beyond
<b>Total Girls</b>	-	5 (100%)	-

#### Boys End of Year Writing Data 2025

	Developing	Working Within	Working Beyond
<b>Total Boys</b>	1 (17%)	5 (83%)	-

#### **What does this mean?**

- Our end-of-year writing data shows a very positive picture. 92% of students are Working Within their expected phase, reflecting steady progress across the school. Only one student is still Developing, and they have shown good growth with targeted support.
- Our focus on sentence-level teaching and consistent use of Ochre has strengthened students' confidence and clarity in their writing. Both classes have made noticeable gains in using correct sentence structure, identifying parts of speech, and applying basic grammar. Our structured approach is working well, and students are finishing the year with stronger writing foundations heading into 2026.
- This progress also aligns with the Ministry of Education's national achievement goals, which aim for 80% of students to be at or above expected levels by 2030.



Date: Dec 2025

Data Included: Y/N

### Lee Stream School End of Year Reading Data 2025

#### STRATEGIC GOAL 3:

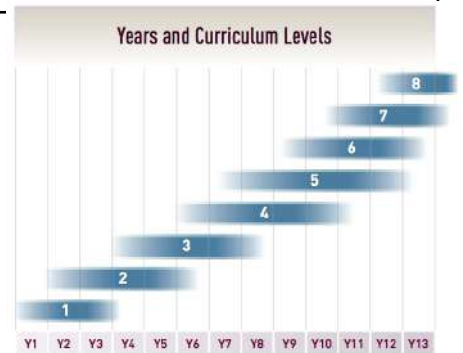
Accelerate student achievement in literacy and numeracy to ensure all ākonga make progress and meet or exceed expected curriculum levels.



### Progress and Achievement at Lee Stream School

The New Zealand Curriculum (NZC) is divided into levels, each level takes 2-3 years for children to work through. Children in both Year 1 and Year 2, are expected to be working at Level 1 of the NZC. Children in both Year 3 and Year 4 are expected to be working at Level 2 of the NZC, and so on.

However, within the NZC, there is a scope for students to move through a curriculum level at a slower or faster rate. You can see from the diagram that each curriculum level spreads across multiple year levels.



### Reading assessment at Lee Stream School

How it looks at Lee Stream School:

For our students;

1. Learning the code: This means understanding how letters and words work together to form sentences and stories. It's like learning the building blocks of reading.
2. Making meaning: When they read, they try to understand what the words and sentences are saying. They connect the information to what they already know, making the reading meaningful.
3. Thinking critically: This means they think carefully about what they are reading. They ask questions, make predictions, and form opinions about the text. They try to understand the deeper meaning of the story.

When our students show that they are using all three of these things together as they read, it means they are becoming skilled and confident readers. They are not just reading the words but also understanding and thinking about what they read.

For our teachers;

1. Observing. We carefully watch how our students read, especially during guided reading sessions where they receive extra guidance and often one on one/small group lessons. We encourage and assist our students as needed to build their reading skills.

2. Asking questions: While our students read, we ask them questions to see if they are using what they've learned in different situations. This helps us know if our students can apply their reading knowledge and skills to new challenges.
3. Checking comprehension: We also pay attention to whether our students understand what they read. We want to see if our students can think critically about the text and respond to it in a meaningful way.

By doing these things, we better understand our students' progress and can offer appropriate support to help them become strong and confident readers.

<b><u>Whole School End of Year Reading Data 2025</u></b>			
	<b>Developing</b>	<b>Working Within</b>	<b>Working Beyond</b>
<b>School Total</b>		11 (100%)	-

<b><u>Girls End of Year Reading Data 2025</u></b>			
	<b>Developing</b>	<b>Working Within</b>	<b>Working Beyond</b>
<b>Total Girls</b>	-	5 (100%)	-

<b><u>Boys End of Year Reading Data 2025</u></b>			
	<b>Developing</b>	<b>Working Within</b>	<b>Working Beyond</b>
<b>Total Boys</b>		6 (100%)	-

<b>What does this mean?</b>
<ul style="list-style-type: none"> <li>- Our end-of-year reading data shows a very strong result, with 100% of students who have been at school for more than 20 weeks working within their expected phase. Both boys and girls have ended the year confidently, and we have no students in the Developing category.</li> <li>- Students in Year 3 and above were assessed using Probe, which measures comprehension and accuracy using increasingly complex texts. These students showed solid skills in decoding, understanding, and explaining what they read.</li> <li>- All students with more than 20 weeks at school completed DIBELS, a quick, evidence-based reading screener that measures the core skills needed to become fluent readers (like decoding, letter-sound knowledge, and reading accuracy). Our results show that students are tracking well in these foundational skills.</li> <li>- Our Year 0-2 learners were assessed using Little Learners Love Literacy (LLLL) tools, which align with our structured literacy approach. These assessments help us check that students can blend,</li> </ul>

segment, and apply the code they have been taught in class.

- Taken together, Probe, DIBELS, and LLLL give us a clear and balanced picture across the whole school. All students are working exactly where they should be, and their progress this year shows strong foundations for next year's learning.

## **Te Tiriti o Waitangi**

Lee Stream School continues to give effect to Te Tiriti o Waitangi through fostering strong relationships with whānau and local iwi, embedding te ao Māori and tikanga Māori within the curriculum, and providing opportunities for students to engage with the histories, stories, and culture of Aotearoa New Zealand. The school values of whanaungatanga, manaakitanga, rangatiratanga, ako, mahi tahi, and kaitiakitanga underpin everyday practice and decision making.