



TE KAUWHATA COLLEGE
TE KURA TUARUA O TE KAUWHATA

TE KAUWHATA COLLEGE

ANNUAL REPORT & FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	115
Principal:	Deborah Hohneck
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Annual Report Te Kauwhata College 2025

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Principal's report

At the start of 2025, following extensive school wide review the previous year, and collaborative teacher-led inquiries into system and structural change to support best practice, we focused on strategic goals that reinforced the good things we had been doing that we felt we needed to continue with, and refined the 2025 strategic plan accordingly. Notably, we included specific reference to genuine and authentic implementation of the principles of Te Tiriti o Waitangi.

The focus for 2025 continued to be on creating a safe culture of care and support, within a responsive pastoral system; building school pride and spirit by focusing on the GROW values; increasing engagement with improved attendance; creating meaningful supportive relationships between mentor teachers and their students; enhancing tuakana teina models of peer support and continuing our strong and overt focus on Literacy and Numeracy initiatives.

Our pastoral care systems were further refined with some changes in personnel. A new Senior Leadership team - one DP and two APs, support the revised pastoral structure. SLT portfolios included a responsibility for oversight of specific year levels, each with their own level Dean. To create greater teacher 'ownership' and better care relationships between students and mentor teachers, each Junior class (where possible) is attached to a core subject teacher. We emphasise that this teacher knows the student best, so should be the first point of contact for parents, and the first to identify any pastoral issues. The special character groups, our Te Puaawai (Maaori), and Te Ahurei (other ethnicities), Mentor classes retain their vertical structures to continue the whaanau and tuakana based model of care that works so well in those contexts.

The 5-day weekly timetable has created stability, in that students and parents always know what is happening each day. We continued to set aside one period each week (Te Waa Whanake) for mentor classes to meet to concentrate on core values, citizenship, peer support and academic profiling. Senior leaders created a programme each week for teachers to follow with their students. Any interruptions to the school day, such as assemblies and visiting speakers, were scheduled into this period as were regular cross curricula literacy and numeracy lessons.

Overall feelings of safety for students were improved by sustaining the extra staff duties and diligence around toilet monitoring which were locked during class time. Staff unlocked the student toilets at interval and lunch, remaining on duty, to control the numbers of students entering. During class time students were sent to the office to request a key to the toilet in the admin block. This proved to be

very effective, in decreasing vandalism and bullying, though it did place a load on teachers and on admin staff. The planned construction of new student toilets was expected to start before the end of 2025, but met with numerous delays and will not begin until 2026.

Engagement in various sports continued to grow throughout 2025. Volleyball, basketball and badminton being the particularly strong growth areas in sports. Year level camps were introduced in 2025, working with POET to bring back water safety and outdoor experiences for all students.

The whole staff worked hard to monitor student absences and to encourage improved attendance, which improved significantly. The number of chronic truants reduced and those attending regularly increased. Particularly pleasing was the increase in students able to be acknowledged for 100% attendance. The potential barrier of Literacy and Numeracy co-requisites continues to reinforce the need for regular attendance. An AP appointed to manage attendance using the MOE guidelines and working closely with local Attendance Services and communicating with whaanau, has been crucial to improving accountability and responsiveness.

Academic achievement in 2025 saw a steady incline, across all levels and cohorts, despite the pressures of the new standards and curriculum changes. Overall, Te Kauwhata College students have performed slightly above the national average and better than similar EQI schools. Most importantly all groups and cohorts within the school have shown a pleasing and continuing, steady incline in achievement for 2025.

Te Kauwhata College is in good heart. Finances and property are well managed with significant building improvements underway. Mana whenua are consulted in all important decisions around leadership, curriculum and student support initiatives. They actively contribute in plans to modify undesirable student behaviours in mana enhancing ways. A particular strength in this college now, is the collaboration with mana whenua and a relationship that is founded in genuine and authentic reciprocity.

List of all school board members

Board Member Names		Date that the board member's term finishes
Emma Adams	Presiding member	2028
Hine Kaiwai	Parent Rep	2028
Linda Hoverd	Parent Rep	2028
Raquel de Carvalho	Parent Rep	2028
Cindy Richards	Parent Rep	2028
Phyllis Bhana	Mana whenua rep	2028
Sarah Gardiner	Parent Rep	2028
Chris Plant	Staff rep	2028
Jodeci Epiha	Student Rep	November 2027
Terri Taylor	Board Secretary	None specified
Deborah Hohneck	Principal	None specified

Statement of variance: progress against targets

Strategic Goal (As per the strategic plan 2024)

- That we will all deliberately enact the GROW values, kia tupu, to enable all aakonga to prosper and flourish, kia hua and kia puaawai.
- To interrogate student achievement data to identify potential barriers to individual degrees of success.
- By using evidence, including student achievement data, whaanau and student voice, to inform planning and decision making.

Analysis of Variance				
Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the source of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year - where to next? What do you need to do to address targets that were not achieved.
<p>Objective 1 - Learners at the Centre <i>Domain - Student Learning</i></p> <p>Target - Safe inclusive places of learning - high aspirations for all learners, education responding to needs, sustaining language identity and culture.</p>	Eating space fully enclosed and developed.	<p>Duty staff appointed to ensure proper respect is shown.</p> <p>Continuing timely and efficient provision of school lunches. Two more Primary schools requested TKC lunches.</p> <p>We now have an appropriate eating and functions space for all to use.</p>	<p>We are exceeding targets.</p> <p>The quality of the food provision is well known and consistently high.</p> <p>Kitchen staff cater for manawhenua events also in the spirit of reciprocity.</p>	<p>Maintain these standards.</p> <p>Develop wharekai further as a function space capable of community use.</p>

	<p>Te Ao Maaori curriculum fully implemented.</p> <p>Further development of Reorua programme.</p> <p>Two further Reorua home room classes created.</p>	<p>More qualified Te Reo staff appointed to support further growth.</p>	<p>Interest in the Reo Rua programme, as well as Te Reo and Kapa Haka is growing. Numbers are at current capacity.</p>	<p>Continue to support and grow the bilingual approach. Celebrate all cultures.</p>
	<p>Embedding of Te Ao Maaori approach to pastoral support. Focus on engaging with whaanau early and holding all accountable to the objectives and values of the Unit and Kura. Whaanau and culture-based support for students of other ethnicities will continue.</p>	<p>Pastoral data is evidence of increased engagement of whaanau and of improved use of culturally appropriate and responsive actions by the pastoral team.</p> <p>Focus on GROW values especially in disciplinary situations.</p>	<p>Whaanau engage in hui to create individualised support plans (Manaaki Taura and Hapai Korowai).</p>	<p>Kaitiaki Hauora role will return to 1 as other Deans become more familiar with the relational and restorative, mana enhancing approach to student discipline.</p> <p>Continue to further embed values and align with the Kia Puaawai framework.</p>
	<p>Maintain this while making sure to keep a balance. School is 50% non Maaori. Need to ensure student awareness of global and national issues is also promoted.</p>	<p>Need to engage more teachers as multi-cultural group grows. Mana whenua regularly support in disciplinary discussions.</p>	<p>Mana whenua representation at school events is regular and natural. Relationships with key leaders in the hapu and iwi space are strong and mutually supportive.</p>	<p>Maintain strong relationships and further connections with ongoing mutually supportive actions.</p>

<p>Objective 2 - Barrier Free Access Domain - Student Engagement.</p> <p>Improve regular school attendance.</p>	<p>Our average attendance across the year was 46% in 2025, highlighting the need for focused improvement. In 2026, we will implement a strategic plan to strengthen engagement with aakonga and whaanau, promote a more positive and competitive attendance culture within the kura, and improve communication through regular updates and KAMAR weekly reports. Through these actions, we aim to increase awareness, strengthen whaanau involvement, and support more consistent attendance.</p>	<p>The weekly attendance data was carefully reviewed, and there was constant communication with our NWAS attendance officer to address our chronic absenteeism for aakonga. Mentor teachers have been provided with weekly attendance reports and were tasked with contacting families when students have more than two days of unexplained absence.</p>	<p>We did not meet our regular attendance target in 2025, reinforcing the need for a stronger, more targeted approach. In 2026, we will implement a mentor attendance competition and a 10% achievement draw each term to motivate and reward improved attendance. Alongside this, we will continue to strengthen engagement with aakonga and whaanau and maintain clear, consistent communication to support more regular attendance.</p>	<p>Our target for regular attendance for 2026 is 70%. In Term 1 2026, our regular attendance rate has increased to 60%. This is a 10% increase from Term 1 2025. To sustain this growth, we will implement additional initiatives that foster aakonga buy-in. Furthermore, we will continue collaborating with whaanau to promote a mindset shift regarding the importance of attendance.</p>
<p>Target - Increase student engagement in learning</p> <p>Reduce student alienation from school.</p>	<p>Te Ara Manaaki - redefined as a facility for enhanced learning - especially for the neuro-diverse and socially challenged.</p>	<p>Beautiful concept and lovely environment well adapted for this purpose. Two Learning Assistants gained LATs to enable supervision at all times.</p>	<p>Te Ara Manaaki in its newest form has created a safe multi-level space for students who cannot function in regular class rooms. Regular classes have been happier and more settled with the introduction of Te Ara Manaaki.</p>	<p>We must maintain this unit even in the face of pressure on classroom space.</p>

<p>Domain - School organisation and Structures</p> <p>Target - Continue to develop coherency at all levels so that each system or process complements the others.</p>	<p>Develop our own intervention rather than Alt Ed. as an addition to Te Ara Manaaki . Continually growing demand, especially at Yr 7 and 8, for special needs provision demonstrates the lack of locally available specialist services.</p> <p>Enhanced learning and alternative education interventions will work together and alongside the pastoral system to support better outcomes for all students and improved learning climates for teachers.</p>	<p>Have been seeking to gain control over our Alternative Education students for many years. Frequent letters and appeals to MOE and MPs over the years have finally resulted in our being 'heard'. Agreement from Minister to allow Te Kauwhata to run its own Alt Ed programme. Resource for Alt Ed to be split between Huntly and TKC.</p> <p>Continual advocation has seen us granted funding for 6 students for Alternative Education in 2026. One teacher will be appointed to this role. Will teach no more than 2 classes, and otherwise work directly with TAM students on IEPs, LSC, SENCO and SLT to support. A small room needs to be provided.</p>	<p>A development group included Mana whenua to discuss how school and community can work together to support students to reintegrate back into school. Agreed to call this intervention programme Te Ara Tika (the right way). We want this to be separate but on-site, for ease of flexible transition and part time arrangements.</p>	<p>Teachers and students will be further supported by the development for 2026, of our own alternative to Alternative Education.</p> <p>This is a pressing need. There is no resource in our community. Excluded students do not get picked up by other schools as they are not local. Te Ara Tika to run as a pilot in 2026. A cabin rented, as no building is available. Need to actively seek permanent placement for 2027. Te Ara Tika will augment the support offered by TAM and will further reduce pressure in classes by removing disruptive elements.</p>
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Student Support	Increasing need for student support so invested in increased Guidance Counsellor time.	Better support means that the stress on teachers from managing difficult student situations has decreased.	New Guidance Counsellor employed mid year on increased hours and a second part time Counsellor also approved for 2026.	Maintain increased Guidance Counsellor hours and Maaakitangata Homiromiro - collaborative wellbeing programme.
Culture and Identity	Currently supporting all we can. Great growth in Kapa Haka and in the Diversity groups.	Investing in Kapa Haka by providing professional tutoring.	Our student performers are much admired and sought after. Representing the school with pride.	Maintain support for high level expression of cultural identity.
Sports and EOTC	Recent years have witnessed significant growth in the popularity and participation rates of volleyball, basketball, and badminton. The establishment of a basketball academy has been particularly noteworthy, as it aims to enhance student engagement and foster a deeper commitment to athletic development.	This initiative underscores the potential for increased student involvement in these sports, highlighting their importance in both educational and extracurricular contexts.	Coaches who exhibit a profound commitment often dedicate substantial amounts of their time beyond regular school hours.	Plan for the sporting academy concept for 2026 has been put back to 2027. Focus on aligning sporting success with academic commitment and achievement. Link to attendance.

	The Taku Wairua programme was unable to establish engagement with our educational institution this year as a result of budgetary reductions.	Engagement with outside agencies is very dependent on them getting the funding that they need. Often programmes are not sustainable over the long term, and recently there has been a push to work with the students over 16.	Our real need is for support for 14 and 15 year olds. Student Engagement leaders for 2025 looking to create more clubs and activities for lunch times and intervals.	Refine the student leadership structure for 2026 into a committee approach with more teacher involvement to support student leaders.
	5-day timetable and Year Level Dean structure embedded.	Change was managed well and students and parents adapted quickly.	A positive shift that led to a more settled and secure atmosphere around school.	Maintain and limit structural change for 2026.
Objective 3 - Quality teaching and leadership Target - Personnel. Employ high quality staff with relevant subject specialisation, but also a focus on relational pedagogy. Employ extra teachers for special initiatives.	A school-wide focus on Literacy and Numeracy saw our writing results in 2024 shift from less than 5% to 63%. Strong messaging around the need to pass the co-requisite barrier and the attendant need to be 'in school', saw Year 10 attendance in particular, improve significantly.	This focus continued throughout 2025 with timetabling and staffing decisions based around meeting student needs. Reduced roll in 2024 impacts on our staffing provision for 2025 and prevents us from replacing those who leave with permanent positions.	The creation of special Literacy and Numeracy classes at Year 11 and 12, and appointing leaders to help teachers to deliver consistent Lit/Num teaching helped to push students across the line. This focus continues into 2025 with timetabling based around meeting student needs.	Maintain the consistent approach to Literacy and Numeracy for 2026 and continue to deliver CAAs. Appoint an SCT and PL leader to manage teacher observations and constructive feedback to support improvements in relational pedagogy. Develop our own observation tool based on the kia puaawai framework, our GROW values and aligning with the ERO Teacher Observation Framework.

	<p>Need to improve the image of the school. Social media can be an enemy.</p>	<p>We countered with a 'Positive Posts' campaign - each day photos of students learning and participating in creative and productive activities are posted on our FB page, Website and the Community FB page.</p>	<p>Pre-enrolments for 2026 are indicating that there will be more students returning to the area after experiencing other schools, as well as many new people moving into TK. Local people are still slow to complete enrolment though, which leads to lower than hoped for projections.</p>	<p>MOE projected a student roll of 421 despite our projections of at least 480. We appealed. Had to gamble by going into overstaffing by 2 to accommodate all classes.</p> <p>Need to find a way to discourage late enrolment - an assumption that there is a place at TKC from our local community.</p>
	<p>All school housing is used as an incentive to attract teachers. Overseas recruits are in all of our school flats. There is an inevitable cultural adjustment for them which in turn puts pressure on our resources and can impact student success.</p>	<p>Pace of change and pressure of the job leads to some teachers taking extensive mental health leave. This is a growing trend.</p> <p>Very hard to attract effective teachers for LTR positions to cover periods of Maternity or stress leave.</p>	<p>We lose some good staff once fully trained, to bigger schools for career opportunities and less travel expenses. Extremely difficult to replace. We tend to grow our own staff into roles. Hosting placement students from Universities is our best recruitment tool. We have a reputation for good support and being a great school to work at.</p>	<p>Several of our hosted student teachers applied for positions here.</p>

<p>Workplace - Develop and maintain a safe and healthy work environment.</p>	<p>WORKWELL rebranded Hauora Hub.</p>	<p>Gained Silver accreditation for WORKWELL. Fully documented in the Workwell Plan. Reported to the Board each year end.</p>	<p>Need to celebrate this. Use it in marketing the school to attract quality teachers. On track for achieving GOLD in 2026.</p>	<p>Maintain focus and progress aim for Gold Accreditation in 2026. Further refinements of the staff welfare work looking to gain greater participation and wider spread of initiatives.</p>
<p>Property – Manage and improve school properties with timely maintenance and development. Develop and implement a Strategic Property Plan.</p>	<p>Eating facility for provision of school lunches.</p> <p>Funding for the Ka Ora Ka Ako programme significantly reduced in 2025 requiring reduced staffing and close management of resources.</p> <p>A lot of work done to progress the 5YA and develop the next 10YPP: Gym re-clad completed; Gym re-roof completed.</p> <p>One classroom block (C) in bad need of refurbishment will incorporate new toilet plans. Plans for rest of C Block developed with new Project Manager and architect.</p>	<p>Eating area created to seat students during lunch to reduce waste and to provide a formal eating place for events, as well as shade and shelter on the field. Kitchen surplus money saved for this purpose from 2024. We have established some additional seating areas around the school to facilitate healthy eating habits.</p> <p>Plans drawn up, Project management and Builder engaged - aim is for Xmas holiday completion.</p> <p>Project start is dependent on completion of the above, because of toilet impact.</p>	<p>Achieved. We used Board funds to establish a facility for feeding students and visiting groups. Parent and student feedback on the lunch programme overwhelmingly positive. Need to maintain the initiative as long as possible. Students issued lunches direct from kitchen cuts down on expense of packaging, reduces waste and litter. It also develops good nutrition and socially appropriate feeding rituals.</p> <p>Significant, costly and frustrating delays with the management of this project.</p>	<p>Continue to refine - fully enclose the facility. Install sound and audio visual to enable use for performances etc. Open the building with a blessing and name when complete.</p> <p>Develop the Strategic Property Plan for next 10 years after consulting with Network advisors re MOE intentions for schooling in the area. (eg: will the primary school recapitate? Will we remain a 7 - 13 school?)</p>

<p>Finance - Manage school finances in a way that provides the best opportunities for student learning while remaining fiscally sound.</p>	<p>Budgets created to meet student outcomes. Staffing: Employed additional Learning Assistants, adding LATs to some to enhance learning outcomes.</p> <p>Ongoing fiscal programme of replacing IT equipment.</p> <p>School was also SNUPed in 2024, paid for by MOE.</p>	<p>Evidence in monthly financial reports to Finance Committee and to the Board and Annual Accounts.</p> <p>Te Ara Manaaki room established with additional teacher and physical resources.</p> <p>Update virtual server to maintain security of all systems.</p>	<p>Te Ara Manaaki operated for a year, creating a safe haven for the neurodiverse and others, giving teachers and students a break from the pressure of managing special needs in the classroom. Unable to sustain the extra teacher staffing for Te Ara Manaaki with the roll drop in 2025.</p>	<p>Create staffing to sustain Te Ara Manaaki by use of LATs with oversight by SENCO.</p> <p>Review IT support provision. Ensure Digital Strategy plan in place for next 5 years.</p>
<p>Objective 4: Future of Learning and Work Pathways - To provide careers education from Year 10 upward. Ensure clear pathways are evident through all levels of schooling into the tertiary space and world of work.</p>	<p>Careers education that provides individualised pathways for students to gain work or enter appropriate trades education.</p> <p>We have decided to run an onsite Careers Expo here at school early in Term 2 with a possible 20 to 25 outside providers coming through to interact with our students.</p>	<p>Working closely with PITO, Wintec and Kainga Ora again this year.</p> <p>Hosting University and Polytech liaison people to talk with the senior students. Engaged with Tahatu, the new and revised Careers NZ.</p>	<p>The Careers target is 33 students by the end of the year on work placement. Record numbers in the Careers Dept for 2025. With 57 students in 2 Gateway classes, endeavour to get as many students out into work placements as possible. With the understanding of these high numbers, and that these students are looking to get as much experience as possible before leaving school, extra courses lined up throughout the year.</p>	<p>Continue to offer appropriate vocational options to the increasing number of students returning to school in Year 12 and 13.</p>

+ Evaluation and analysis of the school's students' progress and achievement

Our students' achievement for 2025 showed pleasing improvement across the board. Overall results for NCEA in 2025 were ahead of the previous year's and ahead of schools in similar EQI areas and in the Waikato region. All students have been impacted by the significant nationwide disruptions since 2020. A general high level of social anxiety is a barrier to success. An overall shortage of external support to properly manage social and psychological needs means that our whole school concentration on the holistic welfare of the student - always held at the centre of everything that we do, has led to the development of effective 'in house' solutions. These include individual and class mentoring; profiling; a wrap around wellbeing approach; and intervention initiatives to provide individual pathways. Our very active Careers and Gateway department is instrumental in finding viable and fulfilling alternatives for students for whom an academic pathway is not appropriate, and whose attendance and engagement in classes is not conducive to success.

Generally, the students who do remain at our school through all the levels, who attend well, and engage with the school values, do extremely well. Our relatively high numbers of NCEA endorsements are indicative of this. The students who do not achieve as well, are frequently those suffering from social and economic deprivation, high anxiety, ill health and/or other socio/psychological inhibitors.

Several years of staff wide concentration on teaching strategies to improve foundational literacy and numeracy to all students in all curriculum areas, has resulted in pleasing student success in the co-requisite tests. Reaching those at the lowest end of the curriculum, remain as challenges to secondary teachers. There is a need for more support for students struggling with basic education for a range of reasons, but there is limited availability and resourcing of suitable expertise.

In 2025 the continuing of intensive Literacy interventions, saw pleasing improvement. As of 2 December 2025, 58% of Year 10 students have passed the 32403 Reading CAA, and 54% have passed the 32405 Writing CAA. A total of 46% of these Year 10 students have passed BOTH of these CAAs, securing their NCEA Literacy co-requisite qualification through the CAAs before they set foot in Year 11. As for the Year 9s, 37% have already passed the 32403 Reading CAA, and 27% have already passed the 32405 Writing CAA. This means that 19% of our Year 9 students have passed BOTH of these CAAs, securing their NCEA Literacy co-requisite qualification through the CAAs before they set foot in Year 10.

Low attendance rates remain the single most significant barrier to academic success. Improving attendance is a strategic target for the school. Inadequacy at a foundational level in reading and writing as well as student perceptions of belonging at school, are also key factors. Extensive school wide review informed structural and system changes to improve school culture and attendance in 2024, supported by ongoing review and further developments in 2025. We are hopeful of a continued steady incline in all measures for 2026.

Te Kauwhata College - Strategic Plan 2026 - 2027

<p>Our Vision <i>Ko te matauranga te huarahi ki te anamata</i> <i>Knowledge is the pathway to success/to realise our dreams</i></p>	
<p>Our Mission We support all to be the best that they can be. We strive to provide all aakonga with the tools - educational, social and emotional that they need to flourish. Kia Puaawai</p>	
<p>Our Goals Maintain and live up to Te Kauwhata College Values</p>	
Objectives	Outcome
Achievement	<ul style="list-style-type: none"> ● Better than average for schools of our type and in our region
Attendance and Engagement	<ul style="list-style-type: none"> ● Improved toward meeting MOE goals -80% attending regularly for 2026
Cultural Responsiveness	<ul style="list-style-type: none"> ● A culturally safe and responsive school
Genuine and authentic implementation of the principles of Te Tiriti o Waitangi.	Communication, participation, protection and partnership with mana whenua.
<p>Our GROW values underpin everything we do Growth - <i>Whanake</i> Respect - <i>Whakaute</i> Ownership - <i>Whakamana</i> Whanaungatanga - <i>Connection</i></p>	



Achievement In NCEA and UE Enrolment Based Cumulative Results

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	64.3	73.0	77.3	72.7	68.5	77.4	69.9	50.8	70.8	78.0	68.8	43.0
2022	54.4	80.7	60.0	56.7	64.8	74.8	68.1	50.3	70.1	78.7	70.1	49.5
2023	41.7	56.7	39.3	25.0	60.5	72.5	66.8	48.2	53.9	63.2	59.0	25.4
2024	46.8	71.7	57.1	46.4	45.9	73.6	69.4	50.6	46.1	65.2	62.7	28.4
2025	52.8	75.3	73.3	50.0	73.5	73.6	71.5	52.0	64.5	68.7	68.8	34.3

Achievement In NCEA and UE Enrolment Based Cumulative Results By Gender - MALE

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	60.5	67.6	88.9	77.8	67.0	76.0	66.8	45.5	60.8	68.8	61.5	22.8
2022	44.7	81.1	64.3	57.1	63.4	73.3	65.6	44.9	56.8	67.8	60.3	22.5
2023	38.3	54.2	31.3	25.0	60.1	71.8	64.8	44.0	55.1	64.9	59.1	20.8
2024	39.1	75.0	55.6	44.4	44.2	71.7	66.9	44.7	44.6	63.8	60.8	22.2
2025	52.6	67.2	75.0	12.5	70.3	71.5	68.7	45.6	62.2	67.1	66.7	27.3

Achievement In NCEA and UE Enrolment Based Cumulative Results By Gender - FEMALE

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	70.4	77.5	69.2	69.2	75.5	79.8	74.0	57.7	63.5	71.2	64.7	35.7
2022	61.5	80.0	56.3	56.3	66.5	76.6	70.5	55.3	59.1	67.0	59.1	31.5
2023	45.9	60.5	58.3	33.3	63.3	74.7	70.3	54.9	55.9	64.3	61.3	32.5
2024	57.8	68.0	57.9	47.4	47.9	75.6	71.9	56.1	48.3	66.8	64.8	35.3
2025	52.9	88.6	72.7	63.6	77.0	76.0	74.3	58.1	67.3	70.7	71.1	41.7

Achievement In NCEA and UE Enrolment Based Cumulative Results By Ethnicity - Asian

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	83.3	80.0	100.0	100.0	70.0	81.1	76.2	63.4	77.1	83.0	73.3	44.9
2022	80.0	80.0	100.0	100.0	65.9	76.0	73.6	61.3	70.9	73.9	71.5	42.8
2023	85.7	70.0	100.0	75.0	59.5	70.7	70.1	58.1	60.5	65.1	62.6	37.9
2024	66.7	60.0	54.5	54.5	40.2	70.1	69.6	57.9	52.0	63.4	64.0	41.5
2025	100	91.7	70.0	70.0	78.0	72.7	72.3	59.8	72.7	73.6	72.8	49.3

Achievement In NCEA and UE Enrolment Based Cumulative Results By Ethnicity - European

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	68.8	84.4	68.8	62.5	74.0	81.2	73.2	57.2	68.9	74.4	62.7	32.8
2022	66.1	86.8	55.0	50.0	69.7	79.4	71.6	56.0	65.2	73.6	61.8	33.6
2023	48.1	60.5	33.3	22.2	67.2	78.0	71.4	55.5	62.0	70.3	60.5	29.3
2024	59.0	80.0	60.0	46.7	51.3	78.6	72.8	55.6	53.0	70.2	64.2	31.3
2025	46.7	73.1	76.9	53.8	79.3	78.2	74.2	56.6	70.6	72.2	67.1	34.2

Achievement In NCEA and UE Enrolment Based Cumulative Results By Ethnicity - Maori

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	48.0	60.7	-	-	57.7	68.3	58.5	31.7	56.4	65.6	57.8	24.6
2022	35.0	70.0	75.0	75.0	53.9	64.1	55.7	30.9	52.9	63.9	53.4	23.0
2023	18.8	53.8	30.0	20.0	51.9	64.6	56.3	31.2	50.9	62.5	56.0	23.0
2024	33.3	61.1	-	-	40.9	65.4	59.0	31.9	43.1	63.4	59.2	22.3
2025	46.7	71.8	71.4	28.6	63.3	65.4	62.4	33.7	59.7	66.5	66.2	28.7

Achievement In NCEA and UE Enrolment Based Cumulative Results By Ethnicity - MELAA

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	-	-	100.0	100.0	68.4	78.0	70.3	56.0	72.3	68.8	67.6	50.7
2022	66.7	-	-	-	68.3	73.3	67.4	51.4	57.8	65.6	61.3	33.8
2023	-	100.0	-	-	60.2	69.4	66.9	51.4	56.7	60.2	57.5	32.9
2024	33.3	-	100.0	100.0	41.0	69.5	67.6	52.9	47.1	56.7	60.0	36.5
2025	50.0	100			70.8	70.0	68.7	52.6	61.5	64.9	68.8	44.8

Achievement In NCEA and UE Enrolment Based Cumulative Results By Ethnicity - Other

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	-	-	-	-	73.2	78.5	72.9	55.1	67.7	81.3	80.8	34.6
2022	-	-	-	-	65.5	77.0	66.3	53.4	49.1	69.2	60.7	28.6
2023	100.0	-	-	-	59.6	73.9	65.5	48.7	55.9	56.1	57.6	33.3
2024	-	100.0	-	-	41.9	74.4	72.3	56.7	49.2	69.1	55.9	17.6
2025	-	-	-	-	78.5	74.9	71.2	55.2	66.7	65.4	68.8	46.9

Achievement In NCEA and UE Enrolment Based Cumulative Results By Ethnicity - Pacific

	Te Kauwhata College				National				Equity Index			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	50.0	50.0	100.0	100.0	62.3	71.5	64.9	33.0	56.3	63.6	64.9	23.1
2022	50.0	60.0	-	-	56.6	67.3	59.4	28.7	50.4	61.6	58.3	16.0
2023	38.5	67.1	-	-	52.7	65.0	60.4	29.8	50.1	59.2	61.7	19.1
2024	33.3	55.6	100.0	50.0	38.0	65.8	64.6	32.3	38.8	62.0	64.9	23.3
2025	55.6	80.0	60.0	20.0	56.8	66.0	67.7	35.3	54.5	64.1	69.7	28.4

Achievement In NCEA and UE Enrolment Based Cumulative Results - Literacy									
	Te Kauwhata College			National			Equity Index		
Academic Year	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	84.3	91.9	95.5	83.6	92.2	94.2	79.0	91.1	94.2
2022	74.4	93.0	100.0	81.6	91.2	93.9	76.7	89.4	93.6
2023	67.9	92.5	96.4	82.8	90.8	93.5	77.9	89.8	92.3
2024	67.9	86.8	96.4	76.6	89.1	92.2	69.2	86.9	91.7
2025	71.8	89.2	96.7	74.0	87.7	92.0	73.3	84.7	92.3

Achievement In NCEA and UE Enrolment Based Cumulative Results - Numeracy									
	Te Kauwhata College			National			Equity Index		
Academic Year	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	78.6	95.9	95.5	82.5	91.3	93.6	77.3	90.1	93.9
2022	86.7	91.2	100.0	80.8	90.2	93.3	74.7	88.5	93.2
2023	72.6	91.0	96.4	82.3	90.0	93.0	76.7	88.5	92.1
2024	59.6	88.7	96.4	74.8	89.1	92.2	66.4	86.6	92.0
2025	61.2	87.1	96.7	73.8	84.6	90.6	66.3	80.7	90.6

Achievement In NCEA and UE Enrolment Based Cumulative Results - Endorsement Excellence									
	Te Kauwhata College			National			Equity Index		
Academic Year	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	6.7	9.3	23.5	21.1	17.9	17.9	9.4	7.6	8.3
2022	8.2	-	33.3	19.4	16.5	15.3	9.2	6.0	7.6
2023	-	5.1	-	16.7	15.0	13.6	7.7	6.8	7.5
2024	5.9	5.3	12.5	11.2	15.5	14.1	5.9	6.5	9.2
2025	10.5	12.9	13.6	10.2	15.3	14.6	6.1	8.2	9.5

Achievement In NCEA and UE Enrolment Based Cumulative Results -Endorsement Merit									
	Te Kauwhata College			National			Equity Index		
Academic Year	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	42.2	7.4	23.5	31.9	23.8	25.3	24.0	14.1	14.8
2022	24.5	15.2	16.7	31.4	24.0	25.5	21.6	12.3	12.6
2023	25.7	7.7	33.3	31.4	23.5	25.6	20.2	11.9	12.3
2024	19.6	5.3	12.5	28.2	24.5	25.7	17.0	13.2	13.0
2025	18.4	5.7	27.3	27.1	25.3	26.5	17.6	14.6	15.0

How we have given effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is one of the school's primary objectives. Our attention to our obligations to Te Tiriti o Waitangi are covered in every section of this report. All evaluation of student progress and achievement considers meeting the needs of all students, particularly priority learners. Plans, policies, and local curriculum reflect local tikanga Maaori, Maatauranga Maaori, and Te Ao Maaori; We work authentically and in relational ways with mana whenua. Policies are reviewed by Maaori staff as well as our Mana whenua representative on our Board. Localised curriculum is designed with guidance from Ngaati Naho with whom we work closely in all matters to do with the education of Maaori.

Achieving equitable outcomes for Maaori students.

Maaori student achievement is considered as a benchmark for success and the pedagogy that sustains improved student achievement (culturally responsive and relational pedagogy - what works for Maaori works for all) is encouraged and supported.

Making instruction available in tikanga and te reo Maaori.

We have made Te Reo available to all to learn, at all levels. The Reorua unit provides a pathway for students coming from local bilingual and full immersion facilities. We have made strategic leadership appointments of kaiako who are able to assist staff in working with aakonga and mana whenua in culturally appropriate ways to achieve best outcomes for tamariki and rangatahi. Maatauranga Maaori is integral to all levels of decision making.

Statement of compliance with employment policy

Te Kauwhata College Board operates an employment policy that complies with the principle of being a good employer. The school is fully compliant with section 597(1) of the Education and Training Act 2020.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	We regularly review our health and safety processes and policy. The elected committee representative of all staff meet fortnightly and report regularly to the wider staff and School Board.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	EEO is embedded in our personnel and staffing policy. All new appointments are made with this in mind, and it is actively referred to. Internal vacancies are advertised and follow identical processes.
How do you practise impartial selection of suitably qualified persons for appointment?	Employment decisions are made in consultation with relevant co-workers and Board members, never by the Principal alone.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>The place of mana whenua and Maaori is celebrated in our staffroom rituals. Maaori leadership roles have been devised to not only support the aspirations of students but also allow for the career aspirations of Kaiako.</p> <p>We support staff to attend tangi hana and other cultural events without question. We are increasing our number of classes learning and working in Te Reo.</p> <p>We involve mana whenua in strategic staff appointments; in disciplinary processes for students and in devising initiatives to support greater success.</p>
How have you enhanced the abilities of individual employees?	<p>We provide whole staff PLD and support individual staff to seek development as appropriate. We recognise excellence and support individuals to engage in further education.</p> <p>We also recognise those who need help and provide both in-school and external support for those willing to engage with it.</p> <p>We have a rigorous Professional Growth Cycle based on mentoring and team collaboration.</p>
How are you recognising the employment requirements of women?	Our staff is mostly female and our leadership team as well. We recognise the parental rights and obligations of both genders and accommodate parents with their occasional child care challenges. We support parental leave and are careful and inclusive of the rights of all including the LGBTQ+ community.
How are you recognising the employment requirements of persons with disabilities?	<p>We ensure that those who are less physically able do not have to travel from room to room. We have a lift available for those who need to avoid stairs.</p> <p>Our teachers choose the duties that are most appropriate to their own circumstances.</p> <p>We do not discriminate against any potential candidate on the basis of their disability. Having said that, not many people who are not hale, hearty, confident and vigorous will choose to work in a school.</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	yes	
Has this policy or programme been made available to staff?	yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		no
Does your EEO programme/policy set priorities and objectives?		no

Report on other special and contestable funding

No Contestable funds

Kiwisport funding

21 March 2025

KIWISPORT FUNDS DECLARATION 2024

KiwiSport is a Government funded initiative to support students' participation in organised sport. In 2025, the school received total KiwiSport funding of \$11,055.53 gst exc.

This funding went towards travel, uniforms, first aid kits, sports equipment and employment of the school Sports Coordinator.

Te Kauwhata College

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 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.

Emma Adams

Full Name of Presiding Member



Signature of Presiding Member

27/5/2026

Date:

Deborah Hohneck

Full Name of Principal



Signature of Principal

27/05/2026

Date:

Te Kauwhata College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	8,402,523	8,267,266	8,666,829
Locally Raised Funds	3	537,811	435,300	596,771
Interest		49,812	50,000	94,065
Gain on Sale of Property, Plant and Equipment		1,304	-	1,130
		<u>8,991,450</u>	<u>8,752,566</u>	<u>9,358,795</u>
Expenses				
Locally Raised Funds	3	432,963	354,380	484,702
Learning Resources	4	5,467,624	5,669,521	5,654,728
Administration	5	1,356,960	1,201,964	1,535,684
Interest	6	5,275	7,000	3,624
Property	7	1,666,437	1,496,788	1,561,863
Loss on Disposal of Property, Plant and Equipment		25,694	-	7,412
Other Expense		-	-	-
		<u>8,954,952</u>	<u>8,729,653</u>	<u>9,248,013</u>
Net Surplus / (Deficit) for the year		36,498	22,913	110,782
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>36,498</u></u>	<u><u>22,913</u></u>	<u><u>110,782</u></u>

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

Te Kauwhata College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

Notes	Actual 2025 \$	Budget (Unaudited) 2025 \$	Actual 2024
Balance at 1 January	3,406,041	3,406,041	3,200,434
Total comprehensive revenue and expense for the year	36,498	22,913	110,781
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	102,730	74,063	-
Contribution - Te Mana Tūhono/N4L	-	-	94,826
Distributions to the Ministry of Education	-	-	-
Equity at 31 December	3,545,269	3,503,017	3,406,041
Accumulated comprehensive revenue and expense	3,545,269	3,503,017	3,406,041
Reserves	-	-	-
Equity at 31 December	3,545,269	3,503,017	3,406,041

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.

Te Kauwhata College Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	1,122,929	1,294,248	1,195,706
Accounts Receivable	10	758,653	350,000	403,255
GST Receivable		-	50,000	117,155
Prepayments		18,600	100,512	106,434
Inventories	11	3,724	6,000	4,355
Investments	12	510,000	400,000	10,000
Funds Receivable for Capital Works Projects	18	-	-	20,654
		<u>2,413,906</u>	<u>2,200,760</u>	<u>1,857,559</u>
Current Liabilities				
GST Payable		1,455	-	-
Accounts Payable	14	713,547	485,372	625,599
Revenue Received in Advance	15	12,654	10,000	5,331
Provision for Cyclical Maintenance	16	87,120	80,000	78,616
Finance Lease Liability	17	23,093	30,000	19,739
Funds held for Capital Works Projects	18	350,158	300,000	7,514
Funds held in trust - Uniform Bond		990	-	290
Funds held on behalf of Principals PD Group		86	-	2,500
Funds held on behalf of Transport Cluster	19	1,759	100	624
		<u>1,190,862</u>	<u>905,472</u>	<u>740,213</u>
Working Capital Surplus/(Deficit)		1,223,044	1,295,288	1,117,346
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	13	2,536,041	2,600,000	2,584,527
Investment in Transport Network		-	100	318
		<u>2,536,041</u>	<u>2,600,100</u>	<u>2,584,845</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	167,966	360,000	250,531
Finance Lease Liability	17	45,850	32,371	45,619
		<u>213,816</u>	<u>392,371</u>	<u>296,150</u>
Net Assets		<u><u>3,545,269</u></u>	<u><u>3,503,017</u></u>	<u><u>3,406,041</u></u>
Equity		<u><u>3,545,269</u></u>	<u><u>3,503,017</u></u>	<u><u>3,406,041</u></u>

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

Te Kauwhata College
Statement of Cash Flows
For the year ended 31 December 2025

	2025	2025	2024
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	2,818,299	3,125,000	3,165,442
Locally Raised Funds	545,134	580,000	546,564
Goods and Services Tax (net)	87,709	-	(48,701)
Payments to Employees	(328,571)	(1,408,303)	(1,588,436)
Payments to Suppliers	(2,901,157)	(1,637,790)	(1,965,790)
Interest paid	(5,275)	(8,000)	(3,624)
Interest received	49,812	50,000	101,577
Net cash from/(to) Operating Activities	265,950	700,907	207,031
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	1,304	-	1,130
Purchase of PPE (and Intangibles)	(282,194)	(300,000)	(684,305)
Purchase of Investments	(499,682)	(150,000)	490,000
Proceeds from Sale of Investments	-	-	-
Net cash from/(to) Investing Activities	(780,572)	(450,000)	(193,175)
Cash flows from Financing Activities			
Furniture and Equipment Grant	102,730	38,000	-
Contributions from Ministry of Education	-	(29,000)	94,826
Distributions to Ministry of Education	-	-	-
Finance Lease Payments	23,606	-	14,056
Funds Administered on Behalf of Other Parties	315,509	1,000	(99,560)
Funds Held Capital Works	-	(162,365)	-
Net cash from/(to) Financing Activities	441,845	(152,365)	9,322
Net increase/(decrease) in cash and cash equivalents	(72,777)	98,542	23,178
Cash and cash equivalents at the beginning of the year	9 1,195,706	1,195,706	1,172,528
Cash and cash equivalents at the end of the year	9 1,122,929	1,294,248	1,195,706

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Te Kauwhata College

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Te Kauwhata College (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 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 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

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 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 16.

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 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 17. Future operating lease commitments are disclosed in note 17.

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 Equivalent

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 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) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10-75 years
Board Owned Buildings	10-75 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Intangible Assets	3 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on determining market value by 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 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.

m) 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.

n) 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, 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.

o) 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

p) 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 Revenue and Expense.

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

q) 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.

r) 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 Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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.

t) 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 and finance lease liability. Financial liabilities are 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.

u) 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. The School has no borrowings.

v) 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.

w) Budget Figures

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

x) 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	2025	2024
	Actual	Budget (Unaudited)	Actual
Government Grants - Ministry of Education	2,181,400	2,116,576	2,154,944
Teachers' Salaries Grants	4,246,442	4,500,000	4,398,772
Use of Land and Buildings Grants	1,056,260	958,000	1,102,615
Ka Ora, Ka Ako - Healthy School Lunches Programme	823,022	636,380	922,291
Other Government Grants	95,399	56,310	88,206
	<u>8,402,523</u>	<u>8,267,266</u>	<u>8,666,829</u>

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
Revenue			
Donations & Bequests	39,518	5,000	73,884
Fees for Extra curricular Activities	55,170	-	43,757
Trading	6,946	6,000	7,960
Fundraising & Community Grants	-	-	-
Other Revenue	26,568	300	27,574
School Houses Rental	71,275	91,000	106,775
Transport Cluster	338,334	333,000	336,821
	<u>537,811</u>	<u>435,300</u>	<u>596,771</u>
Expenses			
Extra Curricular Activities Costs	82,537	17,000	72,200
Trading	7,777	4,380	5,998
Fundraising and Community Grant Costs	-	-	-
School Houses Expenses	31,707	20,000	94,999
Other Locally Raised Funds Expenditure	163	-	-
Transport Cluster	310,779	313,000	311,505
	<u>432,963</u>	<u>354,380</u>	<u>484,702</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>104,847</u>	<u>80,920</u>	<u>112,070</u>

4. Learning Resources

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
Curricular	224,769	210,800	211,036
Information & Communication Technology	9,668	-	14,565
Other Learning Resources	1,602	1,250	1,552
Employee Benefits - Salaries	4,841,554	5,133,971	5,067,916
Staff Development	32,159	23,500	15,827
Depreciation	357,872	300,000	343,832
	<u>5,467,624</u>	<u>5,669,521</u>	<u>5,654,728</u>

5. Administration

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
Audit Fee	18,313	9,587	13,701
Board Fees and Expenses	9,539	6,760	5,861
Intervention Expenses	-	-	-
Legal Fees	-	10,000	2,729
Other Administration Expenses	142,258	160,099	155,714
Employee Benefits - Salaries	388,892	349,138	381,170
Insurance	15,995	30,000	29,152
Ka Ora, Ka Ako - Healthy School Lunches Programme Expenses	418,371	636,380	555,560
Ka Ora, Ka Ako - Healthy School Lunches Programme Salaries	363,591	-	391,798
	<u>1,356,960</u>	<u>1,201,964</u>	<u>1,535,684</u>

6. Interest

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
Interest expense	5,275	7,000	3,624

7. Property

	2025 Actual	2025 Budget	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	112,329	94,100	93,907
Cyclical Maintenance Provision	74,355	70,000	(15,182)
Other Property Expense	42,634	29,000	18,268
Heat, Light and Water	93,767	83,000	78,085
Rates	9,490	5,500	4,427
Repairs and Maintenance	66,935	42,000	48,082
TKHAS - Fitness Centre Lease	40,000	45,000	40,000
Use of Land and Buildings	1,056,260	958,000	1,102,615
Employee Benefits - Salaries	170,667	170,188	191,661
	<u>1,666,437</u>	<u>1,496,788</u>	<u>1,561,863</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.

8. Other Expenses

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Loss on Uncollectable Accounts Receivable	-	-	-
Amortisation of Intangible Assets	-	-	-
Impairment of Property, Plant and Equipment	-	-	-
Transport	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>

9. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash on Hand	500	500	500
Bank Accounts	622,429	1,293,748	1,195,206
Short Term Bank Deposits	500,000	-	-
Bank Overdraft	-	-	-
Cash equivalents for Cash Flow Statement	<u>1,122,929</u>	<u>1,294,248</u>	<u>1,195,706</u>

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

Of the \$1,122,930 Cash and Cash Equivalents, \$115,649 is subject to restrictions for the following reasons:

\$12,654 unspent funding. Subject to conditions which specify how the funds are spent if these conditions are not met the funds will need to be returned. This is included in Revenue in Advance note 15.

\$100,158 is held by the School on behalf of the Ministry of Education these funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on school buildings. See note 18

\$990 is held on behalf as a uniform bond.

\$88 is held on behalf of the Principals Cluster.

10. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	306,143	350,000	281
Receivables from the Ministry of Education	32,355	-	14,467
Interest Receivable	-	-	-
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	420,155	-	388,507
	<u>758,653</u>	<u>350,000</u>	<u>403,255</u>
Receivables from Exchange Transactions	306,143	350,000	14,748
Receivables from Non-Exchange Transactions	452,510	-	388,507
	<u>758,653</u>	<u>350,000</u>	<u>403,255</u>

11. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Stationery	1,124	1,000	1,083
Uniforms	2,600	5,000	3,272
	<u>3,724</u>	<u>6,000</u>	<u>4,355</u>

12. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	510,000	400,000	10,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	510,000	400,000	10,000

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals (BV W/O)	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	456,250	-	-	-	-	456,250
Buildings	764,265	116,804	-	-	(35,098)	845,971
Building Improvements	375,220	-	-	-	(33,771)	341,449
Furniture and Equipment	438,805	48,915	-	-	(87,203)	400,517
Information and Communication Technology	359,653	140,269	(25,526)	-	(143,511)	330,885
Intangible Assets	-	-	-	-	-	-
Motor Vehicles	80,415	-	-	-	(23,083)	57,332
Textbooks	21,887	1,268	-	-	(5,286)	17,869
Leased Assets	67,854	27,193	-	-	(27,339)	67,708
Library Resources	20,178	631	(169)	-	(2,580)	18,060
Work in Progress	-	-	-	-	-	-
Balance at 31 December 2025	2,584,527	335,080	(25,695)	-	(357,871)	2,536,041

The Buildings NBV includes the value of 7 houses and 4 flats as a single entry when gifted by the MOE in 2004.

Following the sale of 4 houses in 2024 (20 Waerenga Rd, 62 Mahi Rd, 64 Mahi Rd, 23 Rimu St) and the sale of a fifth house in 2025 (13 Kowhai Pl) the market value of the remaining 6 properties still exceeds the existing Book Value in the asset register, therefore there has been no change to the BV of the single entry.

All sale proceeds were received by the MOE and are to be credited to the schools 5 Year Property Agreement - no cash was received.

The net carrying value of equipment held under finance lease is \$67,854 (2023: \$39,827)

Restrictions:

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	456,250	-	456,250	456,250	-	456,250
Buildings	1,413,402	(567,431)	845,971	1,296,598	(532,333)	764,265
Building Improvements	579,652	(238,203)	341,449	579,652	(204,432)	375,220
Furniture and Equipment	1,438,990	(1,038,473)	400,517	1,390,075	(951,270)	438,805
Information and Communication	1,418,843	(1,087,958)	330,885	1,278,574	(918,921)	359,653
Intangible Assets	-	-	-	-	-	-
Motor Vehicles	256,928	(199,596)	57,332	256,928	(176,513)	80,415
Textbooks	73,803	(55,934)	17,869	72,535	(50,648)	21,887
Leased Assets	213,696	(145,988)	67,708	186,503	(118,649)	67,854
Library Resources	69,363	(51,303)	18,060	68,732	(48,554)	20,178
Work in Progress	-	-	-	-	-	-
Balance at 31 December 2025	5,920,927	(3,384,886)	2,536,041	5,585,847	(3,001,320)	2,584,527

14. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	138,116	485,372	54,063
Accruals	13,986	-	11,200
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	529,814	-	482,845
Employee Entitlements - Leave Accrual	31,631	-	77,491
	713,547	485,372	625,599
Payables for Exchange Transactions	713,547	485,372	625,599
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	713,547	485,372	625,599

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	-	-
Student In Advance	7,654	10,000	5,331
Other revenue in advance	5,000	-	-
	<u>12,654</u>	<u>10,000</u>	<u>5,331</u>

16. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	329,146	-	446,829
Increase/(decrease) to the Provision During the Year	24,351	-	(15,183)
Use of the Provision During the Year	(98,412)	-	(102,500)
Provision at the End of the Year	<u>255,085</u>	<u>-</u>	<u>329,146</u>
Cyclical Maintenance - Current	87,120	80,000	78,616
Cyclical Maintenance - Non-current	167,965	360,000	250,530
	<u>255,085</u>	<u>440,000</u>	<u>329,146</u>

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

17. 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	23,093	30,000	19,739
Later than One Year	45,850	32,371	45,619
Future Finance Charges			
	<u>68,943</u>	<u>62,371</u>	<u>65,358</u>
Represented by			
Finance lease liability - Current	23,093	30,000	19,739
Finance lease liability - Non-current	45,850	32,371	45,619
	<u>68,943</u>	<u>62,371</u>	<u>65,358</u>

18. Funds Owed (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 projects is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT/ Community Contribution	Closing Balances \$
Upgrade D Block toilets & classroom - <i>project no. 235520</i>					
	<i>in progress</i>	(14,093)	(295,856)	94,691	215,258
Gym Roof <i>project no. 246049</i>	<i>completed</i>	(6,561)		6,561	-
Gym Upgrade <i>project no. 226987</i>	<i>completed</i>	7,514	(7,514)		-
Reroofing Blocks - <i>project no 253634</i>	<i>in progress</i>		(66,111)	14,083	52,028
Refurbishment Blocks C,F,G - <i>project no 253636</i>	<i>in progress</i>		(112,302)	29,430	82,872
Totals		<u>(13,140)</u>	<u>(481,783)</u>	<u>144,765</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	350,158
Funds Receivable from the Ministry of Education	-
	<u>350,158</u>

Funds held on behalf of the MOE \$350,158 includes a receivable of \$250,000.
Funds received from MOE at 31/12/2025 total \$100,158.

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Upgrade D Block toilets & classroom - project no. 235520					
<i>in progress</i>	0	0	14,093		(14,093)
Gym Roof project no. 246049					
<i>in progress</i>	0	(279,000)	325,561	40,000	(6,561)
Gym Upgrade project no. 226987					
<i>in progress</i>	(50,509)	(35,014)	78,009		7,514
Roofing project no. 226981					
<i>completed</i>	(17,730)	-	17,730		-
Totals	(68,239)	(314,014)	435,393	40,000	(13,140)

Represented by:

Funds Held on Behalf of the Ministry of Education	7,514
Funds Receivable from the Ministry of Education	(20,654)
	<u>(13,140)</u>

19. Funds held on behalf of Transport Cluster

Te Kauwhata College is the lead school and hold funds on behalf of the Waikare Transport Network, a group of schools funded by the Ministry of Education

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	624		16,396
Funds Received on Behalf of the Cluster	672,203		649,022
Funds Spent on Behalf of the Cluster	(611,068)		(610,794)
Funds returned to Cluster members			
Distribution of Funds			
Te Kauwhata College	(27,874)		(25,155)
Te Kauwhata Primary	(17,181)		(15,435)
Waerenga School	(14,945)		(13,410)
Funds Held at Year End	<u>1,759</u>	<u>-</u>	<u>624</u>

Current Assets

Cash at bank 12,091 100 959

Debtors - GST 52,875 -

Non Current Assets

Property Plant and Equipment -

Current Liabilities

Owed to TKC bank account (63,207) (335)

Non Current Liabilities

Borrowings -

Equity 1,759 100 624

20. 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.

21. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	7,040	4,606
<i>Leadership Team</i>		
Remuneration	1,692,120	1,666,549
Full-time equivalent members	13	13
Total key management personnel remuneration	<u>1,699,160</u>	<u>1,598,183</u>

There are eight members of the Board excluding the Principal. The Board held nine full meetings of the Board in the year. The Board also has Finance (3 members) and Property (4 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	12.00	8.00
110 - 120	6.00	13.00
120 - 130	5.00	4.00
130 - 140	3.00	3.00
140 - 150	1.00	1.00
	<u>27.00</u>	<u>29.00</u>

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

22. 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	0	0
Number of People	0	0

23. Contingencies

There are no contingent liabilities (except noted below) and no contingent assets (except noted below) 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.

24. Commitments

(a) Capital Commitments

As at 31 December the Board has entered into contract agreements for capital works as follows:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
D Block/toilets	45,856	45,856	-
Reroofing	76,735	14,083	62,652
Refurbishment Blocks C,F,G	112,302	29,430	82,872
Total	234,893	89,369	145,524

(Capital commitments at 31 December 2024: \$25,521)

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

(b) Operating Commitments

As at 31 December 2025 the Board has the following Operating Commitments.

The school has an ongoing licence to occupy arrangement with Te Kauwhata Health Awareness Society (TKHS) for the use of premises at \$40,000 per year. (2024 \$40,000).

25. 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	1,122,929	1,294,248	1,195,706
Receivables	758,653	350,000	403,255
Total Financial assets measured at amortised cost	<u>1,881,582</u>	<u>1,644,248</u>	<u>1,598,961</u>

Financial liabilities measured at amortised cost

Payables	713,547	485,372	625,599
Borrowings - Loans	-	-	-
Finance Leases	68,943	62,371	65,358
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>782,490</u>	<u>547,743</u>	<u>690,957</u>

26. Events After Balance Date

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

27. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE KAUWHATA COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Te Kauwhata College (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on pages 29 to 44, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 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 audit opinion.

Responsibilities of the Board for the financial statements

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

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

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

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



Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.



Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Statement of KiwiSport funding, Report on how the school has given effect to Te Tiriti o Waitangi, Board of Trustees listing and Principal's Report.

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

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

Independence

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

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

A handwritten signature in black ink, appearing to read 'JVL', written in a cursive style.

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