



ORMISTON SENIOR COLLEGE

Annual Report 2025



Vision Statement:

Preparing and inspiring our students to achieve their very best in a global society.

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Principal's report

The 2025 school year has been defined by significant progress across all three of our strategic drivers, preparing and inspiring our students to achieve their very best.

Our commitment to personalized learning and improving outcomes for priority learners has driven strong academic achievement. We are pleased to report NCEA Level 2 and Level 3 pass rates that are above the National average, with our University Entrance (UE) rate exceeding the national average by 10%. This success is mirrored in the 13% improvement in our Level 1 Literacy and Numeracy rate, and in the Year 12 and 13 Literacy and Numeracy rates, which are also above national averages despite our high number of English as a Second Language learners. Targeted interventions and personalized plans for Year 13 students who needed to secure NCEA Level 3 were a major focus. Furthermore, our attendance improvement plan saw its first three stages of implementation in collaboration with our new Attendance Officer, establishing clear systems and referral pathways in alignment with the Ministry of Education's STAR guidelines.

We have successfully created a more supportive environment through the proactive use of student voice and strengthening our cultural connections. The Goodspace survey was completed with our Year 11 cohort, leading to the identification and active support of students flagged for needing assistance. Through the Ormiston 3 Wellbeing Initiative with the other Ormiston schools, we collectively identified sleep as a key priority and successfully delivered a collaborative whānau evening on the subject. Our commitment to Te Ao Māori was strengthened by completing Whānau Education Action Plans for our Year 13 Māori cohort and running successful AUT partnership engagement events, which included pōwhiri and literacy/numeracy workshops.

High-quality teaching remains central to our success. In 2025, we successfully embedded a refined Professional Growth Cycle (PGC) modelled on the Impact Cycle, ensuring professional learning is structured and evidence-based for our 90 teachers. A key focus this year was the school-wide implementation of the Rongohia Te Hau tool, with every single teacher undergoing an observation to benchmark and advance culturally responsive practice across the school. This work has been supported by dedicated professional development on Teaching to the North East. On an institutional level, the school was recognized for its effective processes, with the Education Review Office (ERO) confirming its positive evaluation reports in October 2025

Statement of Variance: Progress Against Targets

Strategic Goal 1:

As per the strategic plan

Improve outcomes for all students, in particular, responding to the needs of our priority learners

Annual Targets:

Actions	What did we achieve?	Evidence	Reasons for any differences	Planning for next year – where to next?
<p>Action 1. A plan for supporting year 12 students to gain Numeracy and Literacy is developed and trialled.</p>	<p>A targeted support plan was implemented for Year 12 students, which involved delivering a targeted package of standards for non-ESL students and using EAP standards for Literacy for ESL students. These efforts contributed to a 13% improvement in Level 1 Literacy and Numeracy and placed Year 12 and 13 Lit/Num rates above the national average.</p>	<p>NCEA Lit/Num data for 211 Year 12 students who had not yet attained the co-requisite (105 neither, 54 only Numeracy, 52 only Literacy). Tracking was managed using the Names, Numbers, Needs (NNN) approach in collaboration with the Ministry of Education (MOE). Specific data was pulled from the results in 2026 to see the tangible outcomes for students</p>	<p>The high proportion of English as a Second Language (ESL) learners (1033 English Language Learners in the school, with 210 at a very low level) created a barrier to accessing the academic language required for the CAAs. Additionally, the main feeder school does not currently attempt the CAAs, which affects the students' starting levels, but the value added through this approach has mitigated these concerns.</p>	<p>Continue to refine and embed the targeted support packages, including EAP standards for ESL students, and provide support for all students to attempt the CAA unless their English Language Learning Progression is below the required level. Continue to build on the successful increase in Year 12 and 13 Literacy and Numeracy rates.</p>

<p>Action 2 80% of all year 13s who have been with the school for More than 2 years obtain Level 3.</p>	<p>Targeted interventions and personalized plans for the Year 13 cohort were successfully implemented. The tracking cohort came within 2% of the target, achieving 78% NCEA Level 3. Furthermore, this group achieved 98% Numeracy and 95% Literacy.</p>	<p>The tracking group created in KAMAR in July 2025 (some of whom have returned for year 14) confirmed NCEA Level 3 achievement at 78%, Numeracy at 98%, and Literacy at 95%. Tracking also involved a cohort of 456 Year 13 students (the 2-year cohort) with personalised plans provided to Kāinga and Curriculum Leaders.</p>	<p>The goal was set to improve Level 3 achievement to 80%. The final result of 78% was within 2% of the target. This strong result is attributed to the major focus on targeted interventions and personalized plans for students who needed to secure NCEA Level 3.</p>	<p>Continue to sustain the positive achievement trends by embedding and refining targeted support packages for priority learners, as part of the ongoing strategic goal to improve outcomes for all students.</p>
<p>Action 3. Overall attendance rates through the first three Terms at 60% Regular Attendance and 80% Regular and Irregular attendance inclusive for 2025 as per the MoE's Everyday Matters Data.</p>	<p>The first three stages of the Attendance Improvement Plan were developed and implemented in collaboration with the new Attendance Officer. Systems and referral pathways were established in alignment with the Ministry of Education's STAR guidelines.</p>	<p>Implementation included embedding and refining attendance systems, quality assurance checks, and referral pathways. Regular attendance data snapshots aligned with STAR definitions began to inform Kāinga discussions and casework. Active use of the P.A.R.O.T. platform was planned for Terms 2 and 3 to increase data visibility.</p>	<p>The focus of the year was on the development and implementation of the new attendance plan (stages 1-3) to establish clear systems, with the expectation that this work would inform the next phase of the plan (Stage 4). The school has made big improvements in this area and targets have been increased for 2026 accordingly.</p>	<p>The focus will shift to fully implementing the revised Attendance Management Plan, which aims to increase Regular Attendance to 60% and combined Regular and Irregular Attendance to 85% by the end of 2026, including implementing STAR and Learning Advisor monitoring.</p>

Strategic Goal 2:

Create a safe environment where students have a healthy, well-informed sense of self, others, Te Ao Māori and the world.

Annual Targets:

Actions	What did we achieve?	Evidence	Reasons for any differences	Planning for next year – where to next?
Action 1. Wellbeing Data/Goodspace: Data gathered through Good Space will be used to develop further support programmes for Year 11 students. / Wellbeing data collected analysed for Year 11 cohort; Interventions identified, planned and delivered as a result of the survey results.	The Goodspace survey was completed with the Year 11 cohort, and data was shared with Ormiston Primary School (OPS) and Ormiston Junior College (OJC) for the Ormiston 3 Wellbeing Initiative. This collaborative effort identified sleep as a priority, resulting in a successful whānau evening to address this issue.	Completion of the Goodspace survey for Year 11 students and commencement of working through flagged students. Successful collaboration with OPS and OJC hosed a whānau evening on sleep, MC'd by our students.	The actions expanded into a successful, high-impact, cross-school initiative to address the identified priority, leveraging resources across the Ormiston schools. Due to high needs becoming apparent through the survey, these interventions became highly personalised.	Administer the Goodspace survey to Year 11 students in 2026, with plans to extend to Year 13. Analyse the findings and implement targeted, measurable interventions, and report back to staff and whānau on the actions taken.

<p>Action 2. Whānau Māori Engagement: Increase proactive engagement with whānau Māori, including Whānau Education plans through hui and data gathering with Taha Whenua and AUT partnership whānau engagement events.</p>	<p>Proactive engagement with whānau Māori was strengthened by Successful AUT partnership. Engagement events were held and this was supported by further work in the Kapa Haka space.</p>	<p>WEAPs were completed for the Year 13 Māori cohort and work began with Year 12 students. Successful AUT partnership events included a whānau evening, pōwhiri, and two literacy and numeracy workshops, establishing a highly engaged whānau network.</p>	<p>This target was met and exceeded through dedicated focus on building strong relationships and providing targeted academic support.</p>	<p>Implement the Talanoa Ako programme as a Pasifika equivalent to the AUT partnership programme. Deliver a second cohort of the AUT whānau engagement programme, tracking impact through participation, retention, achievement, and whānau engagement measures.</p>
<p>Action 3. Pastoral Support Systems: Research and develop additional pastoral support systems for vulnerable student groups (Celebration and support defined, Evidence based need, Links through existing norms and pastoral systems).</p>	<p>Three new middle leadership positions were appointed to develop and implement additional pastoral support. Action plans were developed, and the staff members began identification and meeting with their assigned groups of students.</p>	<p>Appointment of three positions and development of two action plans. Pou, the middle leadership positions created, held events to support students, including a school group for students with refugee experience.</p>	<p>The initiative successfully moved from research and development to the active appointment of staff and commencement of targeted support delivery for vulnerable groups.</p>	<p>Strengthen belonging and recognition at a Kāinga level by implementing Norms-based Kāinga awards (Papatuanuku, Harakeke, Waka). Continue to work on the cross-school wellbeing curriculum and seek funding for suicide prevention initiatives (app, restorative training, and mentoring).</p>

Strategic Goal 3:

High-quality teaching programmes that support culturally responsive practice and embed our personalised learning approaches

Annual Targets:

Actions	What did we achieve?	Evidence	Reasons for any differences	Planning for next year – where to next?
Action 1. An updated Professional Growth Cycle (PGC) process is developed and implemented that is inclusive of Teaching to the North East (NE).	A refined Professional Growth Cycle (PGC) was successfully launched, modelled on the Impact Cycle (Identify, Learn, Improve), ensuring professional development is structured and evidence-based for 90 teachers. The PGC was supported by 22 PGC coaches.	The PGC was enhanced to incorporate the Impact Cycle, and one-on-one coaching sessions were scheduled with goals focused on improving an aspect of Teaching to the North East. Every teacher was paired with a middle leader coach. Approximately half of our teachers organised at least one observation with feedback by mid-June 2025.	PL time was limited, relying mostly on 'call back days' as there was no dedicated PL slot on the schedule. Despite this, one-on-one PGC coaching continued.	Refine and implement a strengthened PGC process that includes a clearly defined leadership growth cycle, scheduled coaching time, and alignment with Teaching to the North East and school strategic priorities.

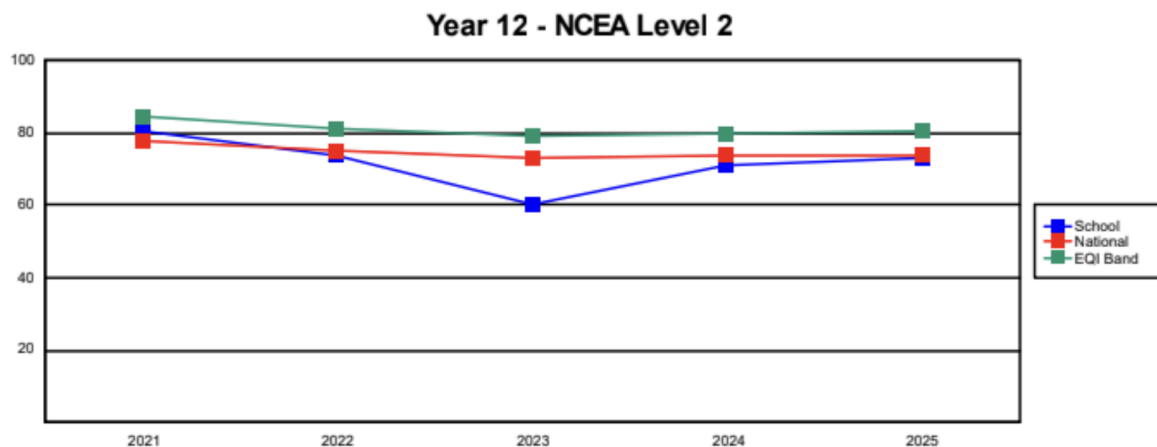
<p>Action 2. Every Teacher receives feedback on at least 2 observations, and at least one collection of student voice in line with teaching to the NE.</p>	<p>School-wide implementation of the Rongohia Te Hau tool was completed, with every many teachers undergoing an observation to benchmark and advance culturally responsive practice across the school.</p>	<p>Most teachers had a Rongohia Te Hau observation in Term 3 2025 to determine the school's position on its Culturally Responsive Pedagogical continuum. This work, along with dedicated PD on Teaching to the North East, was achieved.</p>	<p>The focus was on obtaining a school-wide snapshot using Rongohia Te Hau in Term 3, which successfully informed the Strategic plan goals for pedagogy for the next three years.</p>	<p>Embed culturally responsive practice across the school through targeted PLD and coaching, ensuring 75% of kaiako demonstrate culturally responsive pedagogy at Grade 3 (Integrating) or higher on the OSC Rongohia te Hau continuum by the end of 2026. Use observations and student voice to evidence progress.</p>
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Student progress and achievement

NCEA Level 2 Achievement

Ormiston Senior College's overall NCEA Level 2 achievement for 2025 was 72.9%. This represents an improvement of 1.7% over the 2024 result of 71.2%. While slightly below the National average of 73.6%, this result represents a positive step forward given the high number of English as a Second Language (ESL) learners in our cohort.

Performance highlights show significant progress for our female students, who achieved 76.6%, continuing to perform strongly compared to the National average for females of 76.0%. Achievement for our Māori students increased from 47.4% in 2024 to 55.6% in 2025, marking an 8.2% improvement.



Ormiston Senior College

National

Academic Year	Ormiston Senior College						National		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	227 / 283	80.2	179 / 230	77.8	155 / 230	67.4	77.9	70.5	51.9
2022	241 / 328	73.5	178 / 265	67.2	142 / 265	53.6	74.9	68.2	50.3
2023	262 / 436	60.1	228 / 319	71.5	179 / 319	56.1	73.2	67.7	49.7
2024	364 / 511	71.2	284 / 415	68.4	215 / 415	51.8	73.6	69.4	50.6
2025	373 / 512	72.9	355 / 483	73.5	298 / 483	61.7	73.6	71.5	52.0

NCEA Level 3 and University Entrance (UE) Success

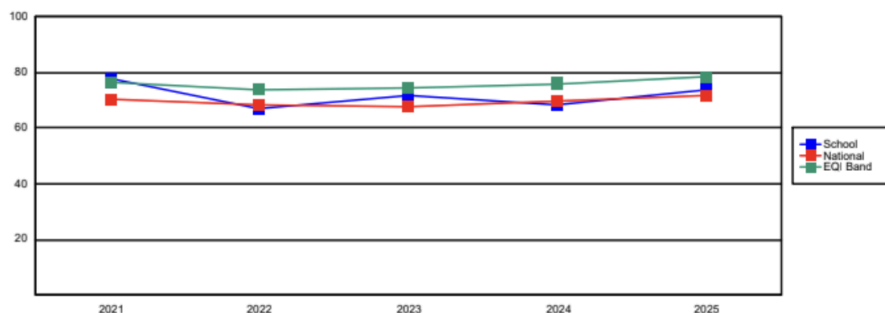
The school achieved a strong overall NCEA Level 3 pass rate of 73.5%, which is **above** the National average of 71.5%. This marks a substantial year-on-year improvement of 5.1% from the 2024 result of 68.4% and shows the value added over the 3 years that students are in the college.

The success is even more pronounced in University Entrance (UE), where the school's achievement rate rose significantly to 61.7%, an increase of 9.9% from 51.8% in 2024. This rate is well **above** the National average of 52.0%.

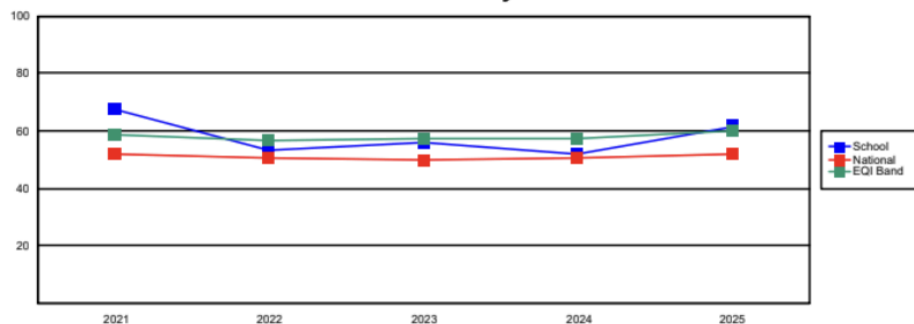
Key achievements across equity groups include:

- **Female Students:** Level 3 achievement rose sharply by over 10% from 69.6% in 2024 to 79.7% in 2025, maintaining a strong position above the National average of 74.3%.
- **Asian Students:** Achievement at Level 3 improved from 69.9% in 2024 to 74.6% in 2025, also remaining **above** the National average of 72.
- **Māori Students:** Level 3 achievement improved substantially by 8.3%, rising from 41.7% in 2024 to 50.0% in 2025.

Year 13 - NCEA Level 3



Year 13 - University Entrance



Literacy and Numeracy Co-requisite Achievement

Analysis of Achievement

Achieving NCEA co-requisite standards in Literacy and Numeracy is a key strategic driver for the college. This work is critical given our unique context: we support a high number of English as a Second Language (ESL) learners; 1033 students who have had ESL at some time during their time in New Zealand schools, with 210 at a very low level. Added to this is a low percentage of students who arrive at Year 11 already holding the co-requisite requirements, primarily because our main feeder school does not currently attempt the Common Assessment Activities (CAAs). This context underscores the significant value added by our programmes over time. Targeted planning and strategic implementation for this cohort resulted in a **13% improvement** in the overall Level 1 Literacy and Numeracy rate, directly reflecting successful outcomes for our Year 11 students. This success extends to the senior school, where Year 12 and 13 Literacy and Numeracy rates are well **above** national averages. Following intensive, targeted interventions, the Year 13 tracking cohort achieved outstanding results: **98% Numeracy and 95% Literacy**. These outcomes confirm that our strategic focus and personalised learning approach successfully mitigates the challenges posed by high ESL numbers and varied entry levels.

		Ormiston Senior College			National		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy & Numeracy	85.5	92.6	95.2	79.2	90.1	92.9
2022	Literacy & Numeracy	87.8	92.1	94.0	77.2	88.7	92.5
2023	Literacy & Numeracy	85.9	88.3	95.0	78.8	88.4	92.0
2024	Literacy & Numeracy	48.2	84.3	91.6	69.6	86.4	90.8
2025	Literacy & Numeracy	61.9	86.7	91.9	73.8	84.6	90.6

		Ormiston Senior College			National		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy	91.7	95.8	95.7	83.6	92.2	94.2
2022	Literacy	89.1	95.1	96.2	81.6	91.2	93.9
2023	Literacy	87.3	89.7	96.6	82.8	90.8	93.5
2024	Literacy	59.3	86.5	93.5	76.6	89.1	92.2
2025	Literacy	72.4	89.8	92.8	79.0	87.7	92.0
2021	Numeracy	87.4	94.0	98.3	82.5	91.3	93.6
2022	Numeracy	94.3	93.6	96.6	80.8	90.2	93.3
2023	Numeracy	95.1	95.2	97.5	82.3	90.0	93.0
2024	Numeracy	55.7	92.8	96.4	74.8	89.1	92.2
2025	Numeracy	72.2	90.8	96.7	78.4	87.7	92.5

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer

<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Health and safety is a standing agenda item at all team meetings and a formal health and safety meeting is held every term with representatives from across the school. Hazard and injury records are held, reviewed and updated.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>Our EEO is observed and used when making appointments - including scanning of shortlisted candidates to make sure no bias is evident. This is in place for every appointment process.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Criteria for the position are established before it is advertised, including a job description where necessary. This is used to ensure that the best person for the job is selected.</p>
<p>How are you recognising, The aims and aspirations of Māori, The employment requirements of Māori, and Greater involvement of Māori in the Education service?</p>	<p>Specific positions within the school exist to support tikanga within the school. A Position of Kaiarataki gives mana to one of these roles.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>An extensive Professional learning programme and significant budget allocation goes towards the development of all staff.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We seek to have representation of woman at all levels of leadership within the school.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We have worked to make this school inclusive in both values, programmes and environment.</p>

Kiwi Sport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received funding of \$ 40,710.73 (excluding GST).

The roll of Ormiston Senior College has been steadily growing, which has had an impact on the sporting codes that are offered. The funding has enabled the school to provide participating students with the necessary playing strips and equipment across the growing range of sports.

The following sports codes are offered at the school:

Rugby

Golf

Badminton – girls and boys

Basketball – girls and boys

Hockey – girls and boys

Football – girls and boys

Netball

Volleyball – girls and boys

Orienteering

Turbotouch

Table tennis

Flag Football (NFL) - Girls and Boys

Flag (rugby)

Touch Rugby

Lawn Bowls

Swimming

During 2025 the school purchased sports uniforms and equipment.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ORMISTON SENIOR COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Ormiston Senior College (the School). The Auditor-General has appointed me, Bhavin Sanghavi, using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

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 9 June 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.

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Registered in England 3692575

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

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, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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



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

Independence

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

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

A handwritten signature in black ink, appearing to read 'Bhavin Sanghavi', is written over a horizontal line.

Bhavin Sanghavi
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand

ORMISTON SENIOR COLLEGE

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 564

Principal: Timothy Botting

School Address: 275 Ormiston Road, Flat Bush, Auckland

School Postal Address: 275 Ormiston Road, Flat Bush, Auckland

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Leanne Seniloli	Presiding Member	Elected	2028
Sybylle Townsend	Presiding Member	Elected	2025
Timothy Botting	Principal	Ex Officio	
John Bassano	Parent Representative	Elected	2025
Jolie Lai	Student Representative	Elected	2025
Norberto Olitan	Parent Representative	Co-opted	2028
Krish Naidu	Parent Representative	Elected	2028
Faizal Mohammed	Parent Representative	Co-opted	2028
Dr Navdeep Kaur	Parent Representative	Elected	2028
Russell Thomas	Parent Representative	Elected	2028
Michelle Harvey	Staff Representative	Elected	2028
Paul Cajipe	Parent Representative	Elected	2028
Lucas Lin	Student Representative	Elected	2026

ORMISTON SENIOR COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Ormiston Senior College
Statement of Responsibility



For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

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

Leanne Seniloli
Full Name of Presiding Member

LQ Seniloli
Signature of Presiding Member

05/06/2026
Date

Timothy Botting
Full Name of Principal

T Botting
Signature of Principal

05/06/2026
Date

Ormiston Senior 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	19,768,082	12,417,496	17,288,119
Locally Raised Funds	3	442,902	459,182	379,918
Interest		306,137	180,000	353,952
Total Revenue		20,517,121	13,056,678	18,021,989
Expense				
Locally Raised Funds	3	224,518	291,247	231,137
Learning Resources	4	13,693,978	7,795,720	11,625,220
Administration	5	545,656	634,669	562,419
Interest		22,147	25,000	7,043
Property	6	4,883,732	4,187,982	4,559,210
Loss on Disposal of Property, Plant and Equipment		4,500	-	7,558
Total Expense		19,374,531	12,934,618	16,992,587
Net Surplus / (Deficit) for the year		1,142,590	122,060	1,029,402
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,142,590	122,060	1,029,402

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

Ormiston Senior College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		7,508,577	7,508,577	6,170,838
Total comprehensive revenue and expense for the year		1,142,590	122,060	1,029,402
Contribution - Furniture and Equipment Grant		349,960	-	308,337
Equity at 31 December		9,001,127	7,630,637	7,508,577
Accumulated comprehensive revenue and expense		9,001,127	7,630,637	7,508,577
Equity at 31 December		9,001,127	7,630,637	7,508,577

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.

Ormiston Senior College

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	2,296,634	780,801	1,304,897
Accounts Receivable	8	1,702,934	1,285,000	1,228,161
Prepayments		34,427	40,000	44,423
Inventories	9	12,454	13,000	12,254
Investments		5,500,000	5,500,000	5,700,000
Funds Receivable for Capital Works Projects	17	5,956	-	3,996
		<u>9,552,405</u>	<u>7,618,801</u>	<u>8,293,731</u>
Current Liabilities				
GST Payable		12,720	(5,000)	(277)
Accounts Payable	12	1,360,857	1,160,000	1,041,306
Revenue Received in Advance	13	25,000	25,000	26,115
Provision for Cyclical Maintenance	14	44,167	25,000	27,448
Finance Lease Liability	15	152,342	50,000	84,366
Funds held in Trust	16	219,262	200,000	199,291
Funds held for Capital Works Projects	17	441,019	-	175,610
		<u>2,255,367</u>	<u>1,455,000</u>	<u>1,553,859</u>
Working Capital Surplus/(Deficit)		7,297,038	6,163,801	6,739,872
Non-current Assets				
Property, Plant and Equipment	11	2,011,039	1,552,138	890,382
		<u>2,011,039</u>	<u>1,552,138</u>	<u>890,382</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	88,486	65,302	90,302
Finance Lease Liability	15	218,464	20,000	31,375
		<u>306,950</u>	<u>85,302</u>	<u>121,677</u>
Net Assets		<u><u>9,001,127</u></u>	<u><u>7,630,637</u></u>	<u><u>7,508,577</u></u>
Equity		<u><u>9,001,127</u></u>	<u><u>7,630,637</u></u>	<u><u>7,508,577</u></u>

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

Ormiston Senior College

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		4,290,757	4,482,909	3,796,897
Locally Raised Funds		419,693	457,092	416,815
International Students		-	-	96
Goods and Services Tax (net)		12,997	(4,723)	34,308
Payments to Employees		(2,014,020)	(2,570,617)	(1,693,356)
Payments to Suppliers		(1,607,434)	(2,010,932)	(1,849,654)
Interest Paid		(22,147)	(25,000)	(7,043)
Interest Received		380,049	176,124	289,295
Net cash from/(to) Operating Activities		1,459,895	504,853	987,358
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(1,164,722)	(1,012,301)	(134,332)
Purchase of Investments		-	200,000	(2,200,000)
Proceeds from Sale of Investments		200,000	-	-
Net cash from/(to) Investing Activities		(964,722)	(812,301)	(2,334,332)
Cash flows from Financing Activities				
Furniture and Equipment Grant		349,960	-	308,337
Finance Lease Payments		(136,816)	(45,741)	(113,349)
Funds Administered on Behalf of Other Parties		283,420	(170,907)	255,795
Net cash from/(to) Financing Activities		496,564	(216,648)	450,783
Net increase/(decrease) in cash and cash equivalents		991,737	(524,096)	(896,191)
Cash and cash equivalents at the beginning of the year	7	1,304,897	1,304,897	2,201,088
Cash and cash equivalents at the end of the year	7	2,296,634	780,801	1,304,897

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.

Ormiston Senior College

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22.

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) 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.

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

Inventories are consumable items held for sale and are 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.

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

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:

Artwork	NIL
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

o) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) Shared Funds

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

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

The School's financial liabilities comprise accounts payable, borrowings, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	4,621,359	4,517,496	4,012,310
Teachers' Salaries Grants	11,089,881	4,500,000	9,457,265
Use of Land and Buildings Grants	4,056,842	3,400,000	3,818,544
	<u>19,768,082</u>	<u>12,417,496</u>	<u>17,288,119</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	8,535	-	196
Fees for Extra Curricular Activities	167,671	231,520	160,310
Trading	264,868	227,662	216,212
Fundraising and Community Grants	1,828	-	2,200
International Student Fees	-	-	1,000
	<u>442,902</u>	<u>459,182</u>	<u>379,918</u>
Expense			
Extra Curricular Activities Costs	221,008	286,247	220,580
International Student - Other Expenses	3,510	5,000	10,557
	<u>224,518</u>	<u>291,247</u>	<u>231,137</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>218,384</u>	<u>167,935</u>	<u>148,781</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	541,053	802,596	537,783
Information and Communication Technology	109,882	67,941	83,072
Employee Benefits - Salaries	12,530,276	6,480,228	10,624,482
Staff Development	72,284	84,000	76,781
Depreciation	431,446	350,545	292,429
Other Learning Resources	9,037	10,410	10,673
	<u>13,693,978</u>	<u>7,795,720</u>	<u>11,625,220</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	19,521	8,000	18,838
Board Fees and Expenses	31,391	41,300	54,784
Legal Fees	500	5,000	4,348
Other Administration Expenses	66,517	89,100	64,373
Employee Benefits - Salaries	402,746	467,757	396,329
Insurance	24,981	23,512	23,747
	<u>545,656</u>	<u>634,669</u>	<u>562,419</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	243,027	228,500	166,921
Cyclical Maintenance	3,471	-	27,265
Heat, Light and Water	153,370	123,083	132,094
Repairs and Maintenance	212,893	193,350	223,452
Use of Land and Buildings	4,056,842	3,400,000	3,818,545
Employee Benefits - Salaries	188,873	207,749	167,711
Other Property Expenses	25,256	35,300	23,222
	<u>4,883,732</u>	<u>4,187,982</u>	<u>4,559,210</u>

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	2,296,634	780,801	1,304,897
Cash and cash equivalents for Statement of Cash Flows	<u>2,296,634</u>	<u>780,801</u>	<u>1,304,897</u>

Of the \$2,296,634 Cash and Cash Equivalents \$440,401 is subject to restrictions for the following reasons:

- \$25,000 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 16.
- \$415,401 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	26,119	5,000	4,025
Receivables from the Ministry of Education	546,015	250,000	215,413
Interest Receivable	52,212	130,000	126,124
Teacher Salaries Grant Receivable	1,078,588	900,000	882,599
	<u>1,702,934</u>	<u>1,285,000</u>	<u>1,228,161</u>
Receivables from Exchange Transactions	78,331	135,000	130,149
Receivables from Non-Exchange Transactions	1,624,603	1,150,000	1,098,012
	<u>1,702,934</u>	<u>1,285,000</u>	<u>1,228,161</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	12,454	13,000	12,254
	<u>12,454</u>	<u>13,000</u>	<u>12,254</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	5,500,000	5,500,000	5,700,000
Total Investments	<u>5,500,000</u>	<u>5,500,000</u>	<u>5,700,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Buildings	6,880	-	-	-	-	6,880
Building Improvements	11,476	612,453	-	-	(33,498)	590,431
Uniforms	12,389	4,892	-	-	(10,873)	6,408
Furniture and Equipment	504,094	428,819	-	-	(138,736)	794,177
Information and Communication Technology	126,717	77,752	(4,385)	-	(91,192)	108,892
Textbooks	69,338	7,516	(115)	-	(5,372)	71,367
Leased Assets	107,854	391,881	-	-	(143,617)	356,118
Library Resources	51,634	13,627	-	-	(8,158)	57,103
Work in Progress	-	19,663	-	-	-	19,663
	<u>890,382</u>	<u>1,556,603</u>	<u>(4,500)</u>	<u>-</u>	<u>(431,446)</u>	<u>2,011,039</u>

Restrictions

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

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-	-	-	-
Artwork	6,880	-	6,880	6,880	-	6,880
Building Improvements	644,284	(53,853)	590,431	31,830	(20,354)	11,476
Uniforms	88,658	(82,250)	6,408	83,765	(71,376)	12,389
Furniture and Equipment	2,359,773	(1,565,596)	794,177	1,930,956	(1,426,862)	504,094
Information and Communication Technology	824,975	(716,083)	108,892	753,305	(626,588)	126,717
Intangible Assets	-	-	-	-	-	-
Motor Vehicles	24,555	(24,555)	-	71,033	(71,033)	-
Textbooks	147,392	(76,025)	71,367	139,992	(70,654)	69,338
Leased Assets	585,173	(229,055)	356,118	474,414	(366,560)	107,854
Library Resources	151,533	(94,430)	57,103	138,099	(86,465)	51,634
Work in Progress	19,663	-	19,663	-	-	-
	<u>4,852,886</u>	<u>(2,841,847)</u>	<u>2,011,039</u>	<u>3,630,274</u>	<u>(2,739,892)</u>	<u>890,382</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	161,919	60,000	52,093
Accruals	37,473	50,000	41,731
Employee Entitlements - Salaries	1,104,907	1,000,000	900,671
Employee Entitlements - Leave Accrual	56,558	50,000	46,811
	<u>1,360,857</u>	<u>1,160,000</u>	<u>1,041,306</u>
Payables for Exchange Transactions	1,360,857	1,160,000	1,041,306
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>1,360,857</u>	<u>1,160,000</u>	<u>1,041,306</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Other revenue in Advance	25,000	25,000	26,115
	<u>25,000</u>	<u>25,000</u>	<u>26,115</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	117,750	117,750	112,345
Increase/(decrease) to the Provision During the Year	16,335	-	27,265
Use of the Provision During the Year	(1,432)	(27,448)	(21,860)
Provision at the End of the Year	<u>132,653</u>	<u>90,302</u>	<u>117,750</u>
Cyclical Maintenance - Current	44,167	25,000	27,448
Cyclical Maintenance - Non current	88,486	65,302	90,302
	<u>132,653</u>	<u>90,302</u>	<u>117,750</u>

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

15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	220,924	56,000	91,924
Later than One Year	228,080	34,000	53,068
Future Finance Charges	(78,198)	(20,000)	(29,251)
	<u>370,806</u>	<u>70,000</u>	<u>115,741</u>
Represented by			
Finance lease liability - Current	152,342	50,000	84,366
Finance lease liability - Non current	218,464	20,000	31,375
	<u>370,806</u>	<u>70,000</u>	<u>115,741</u>

16. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	219,262	200,000	199,291
	<u>219,262</u>	<u>200,000</u>	<u>199,291</u>

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

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
MOE Project Removal & replacement of the gym floor	-	246,959	(1,850)	-	245,109
5YPP Window Leak	-	7,836	(8,234)	-	(398)
5YA Toilet refurbishment	10,244	220,000	(60,548)	-	169,696
5YA Lighting Upgrade	(3,996)	-	(1,562)	-	(5,558)
MOE 5 YPP Replace Emergency Lighting	5,366	-	(5,366)	-	-
Moe 5 Ypp Gym Divider	71,000	-	(58,090)	-	12,910
MOE 5YPP Fencing	89,000	-	(75,696)	-	13,304
Totals	<u>171,614</u>	<u>474,795</u>	<u>(211,346)</u>	<u>-</u>	<u>435,063</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	441,019
Funds Receivable from the Ministry of Education	(5,956)

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5YA Window Leak		(23,496)	25,316	(1,820)	-	-
5YA Heat Pump		28,873	22,742	(51,615)	-	-
5YA Toilet refurbishment		(643)	27,500	(16,613)	-	10,244
5YA Lighting Upgrade		(746)	-	(3,250)	-	(3,996)
MOE 5 YPP Replace Emergency Lighting		-	58,500	(53,134)	-	5,366
Moe 5 Ypp Gym Divider		-	72,000	(1,000)	-	71,000
MOE 5YPP Fencing		-	90,000	(1,000)	-	89,000
Totals		3,988	296,058	(128,432)	-	171,614

Represented by:

Funds Held on Behalf of the Ministry of Education	175,610
Funds Receivable from the Ministry of Education	(3,996)

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	8,206	10,865
<i>Leadership Team</i>		
Remuneration	1,258,882	1,012,835
Full-time equivalent members	8	7
Total key management personnel remuneration	1,267,088	1,023,700

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has a 4 member Finance committee that meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230 - 240	200 - 210
Benefits and Other Emoluments	6 - 7	6 - 7
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	38	25
110 - 120	14	15
120 - 130	8	7
130 - 140	-	1
140 - 150	6	3
150 - 160	1	1
	<u>67</u>	<u>52</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had no capital commitments (2024:nil).

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

(b) Operating Commitments

As at 31 December 2025, the Board has not entered into the operational contracts.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	2,296,634	780,801	1,304,897
Receivables	1,702,934	1,285,000	1,228,161
Investments - Term Deposits	5,500,000	5,500,000	5,700,000
Total financial assets measured at amortised cost	<u>9,499,568</u>	<u>7,565,801</u>	<u>8,233,058</u>

Financial liabilities measured at amortised cost

Payables	1,360,857	1,160,000	1,041,306
Finance Leases	370,806	70,000	115,741
Total financial liabilities measured at amortised cost	<u>1,731,663</u>	<u>1,230,000</u>	<u>1,157,047</u>

24. Events After Balance Date

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

25. Comparatives

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