TAHATAI COAST SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 6742

Principal: Matt Skilton

School Address: 45 Evans Road, Papamoa, Tauranga

School Postal Address: 45 Evans Road, Papamoa, Tauranga

School Phone: 07 572 4600

School Email: tcs@tahatai.school.nz

Accountant / Service Provider: Findex NZ Limited

Members of the Board:

Name	Position
Tim Acker	Presiding Member
Matt Skilton	Principal ex Officio
Claire Wills	Parent Representative - Ended September 2025
Daniel Elliott	Parent Representative - Ended September 2025
Cory Sweeney	Parent Representative - Ended September 2025
Donna Te Wheoro	Parent Representative - Ended September 2025
Dee Piermarini	Parent Representative
Gemma Tebble	Staff Representative - Ended September 2025
Ngākohu Papuni	Ngā Potiki Representative - Ended March 2025
Benji Crossley	Parent Representative - Appointed October 2025
Calvin Twigg	Parent Representative - Appointed October 2025
Anthony Goddard	Parent Representative - Appointed October 2025
Hayden McCormack	Parent Representative - Appointed October 2025

TAHATAI COAST SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

Index

Tahatai Coast School

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Tim Acker	MATT SKILTON
Full Name of Presiding Member	Full Name of Principal
Signature of Presiding Member	Signature of Principal
20/5/26	20/5/26
Date	Date

Tahatai Coast School
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	8,369,504	1,482,736	7,669,261
Locally Raised Funds	3	830,929	518,450	592,602
Interest		28,040	48,000	45,488
Total Revenue		9,228,473	2,049,186	8,307,350
Expense				
Locally Raised Funds	3	385,008	289,736	382,551
Learning Resources	4	6,274,251	953,897	5,624,409
Administration	5	335,453	342,089	320,626
Interest		8,961	16,785	10,047
Property	6	1,663,701	351,772	1,755,403
Other Expense	7	3,972	2,700	1,955
Loss on Disposal of Property, Plant and Equipment		-	-	5,800
Total Expense		8,671,346	1,956,979	8,100,791
Net Surplus / (Deficit) for the year		557,127	92,207	206,559
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		557,127	92,207	206,559

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

Tahatai Coast School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Equity at 1 January		2,070,435	2,070,434	1,839,875
Total comprehensive revenue and expense for the year		557,127	92,207	206,559
Contribution - Furniture and Equipment Grant		-	-	24,001
Equity at 31 December		2,627,562	2,162,641	2,070,435
Accumulated comprehensive revenue and expense		2,627,562	2,162,641	2,070,435
Equity at 31 December		2,627,562	2,162,641	2,070,435

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.

Tahatai Coast School
Statement of Financial Position
As at 31 December 2025

	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Assets				
Cash and Cash Equivalents	8	1,953,949	1,682,316	1,531,878
Accounts Receivable	9	580,075	453,972	492,020
GST Receivable		22,529	20,000	12,777
Prepayments		40,770	40,000	49,586
Inventories	10	29,191	24,474	24,474
		2,626,514	2,220,762	2,110,735
Current Liabilities				
Accounts Payable	12	604,588	583,441	581,619
Revenue Received in Advance	13	202,825	200,000	241,609
Provision for Cyclical Maintenance	14	28,652	-	-
Finance Lease Liability	15	63,615	38,848	70,499
Funds held for Capital Works Projects	16	62,664	80,000	120,525
		962,344	902,289	1,014,252
Working Capital Surplus/(Deficit)		1,664,170	1,318,473	1,096,483
Non-current Assets				
Property, Plant and Equipment	11	1,083,594	978,837	1,088,800
		1,083,594	978,837	1,088,800
Non-current Liabilities				
Provision for Cyclical Maintenance	14	54,968	69,435	69,435
Finance Lease Liability	15	65,234	65,234	45,412
		120,202	134,669	114,847
Net Assets		2,627,562	2,162,641	2,070,435
Equity		2,627,562	2,162,641	2,070,435

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

Tahatai Coast School
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		1,941,233	1,482,736	1,937,157
Locally Raised Funds		474,480	226,048	184,301
International Students		354,336	288,841	347,408
Goods and Services Tax (net)		(9,752)	(9,554)	(16,190)
Payments to Employees		(978,888)	(814,772)	(1,160,445)
Payments to Suppliers		(1,079,411)	(901,723)	(856,570)
Interest Paid		(8,961)	(16,785)	(10,047)
Interest Received		28,040	48,000	45,488
Net cash from/(to) Operating Activities		721,077	302,791	471,102
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,430
Purchase of Property Plant & Equipment (and Intangibles)		(148,022)	(99,999)	(356,677)
Net cash from/(to) Investing Activities		(148,022)	(99,999)	(355,247)
Cash flows from Financing Activities				
Contributions from Ministry of Education		-	-	24,001
Finance Lease Payments		(93,123)	(11,829)	(88,842)
Funds Administered on Behalf of Other Parties		(57,861)	(40,525)	35,892
Net cash from/(to) Financing Activities		(150,984)	(52,354)	(28,949)
Net increase/(decrease) in cash and cash equivalents		422,071	150,438	86,906
Cash and cash equivalents at the beginning of the year	8	1,531,878	1,531,878	1,444,972
Cash and cash equivalents at the end of the year	8	1,953,949	1,682,316	1,531,878

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.

Tahatai Coast School
Notes to the Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Tahatai Coast School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation
Reporting Period
The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation
The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied
The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

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

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

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

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

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

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

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

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

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

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

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

Recognition of grants
The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants
The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests
Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue
Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments
Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments
Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

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

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

h) Inventories
Inventories are consumable items held for sale and are comprised of stationery and 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) 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	6 - 50 years
Furniture and Equipment	10 - 15 years
Information and Communication Technology	5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of lease
Library Resources	12.5% Diminishing value

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.
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 international students 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 or 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 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.

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

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

The 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.

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Government Grants - Ministry of Education	1,900,152	1,482,736	1,892,489
Teachers' Salaries Grants	5,140,177	-	4,344,800
Use of Land and Buildings Grants	1,288,094	-	1,387,303
Other Government Grants	41,081	-	44,669
	8,369,504	1,482,736	7,669,261

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	31,981	128,000	36,752
Fees for Extra Curricular Activities	145,607	-	97,899
Trading	60,021	-	61,733
Fundraising and Community Grants	123,004	15,000	26,089
Other Revenue	77,196	45,000	50,871
International Student Fees	393,120	330,450	319,258
	830,929	518,450	592,602
Expense			
Extra Curricular Activities Costs	219,891	179,592	155,558
Trading	65,751	4,992	62,342
Fundraising and Community Grant Costs	-	-	4,649
International Student - Employee Benefits - Salaries	36,165	27,996	104,390
International Student - Other Expenses	63,201	77,156	55,612
	385,008	289,736	382,551
Surplus/ (Deficit) for the year Locally Raised Funds	445,921	228,714	210,051

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Curricular	86,530	122,428	114,184
Information and Communication Technology	3,523	3,060	3,007
Employee Benefits - Salaries	5,883,698	578,496	5,184,892
Staff Development	35,934	36,650	76,692
Depreciation	263,304	209,963	244,488
Other Learning Resources	1,262	3,300	1,146
	6,274,251	953,897	5,624,409

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Audit Fees	10,959	7,919	10,431
Board Fees and Expenses	18,295	12,456	12,662
Operating Leases	928	13,200	1,460
Other Administration Expenses	117,020	122,074	108,155
Employee Benefits - Salaries	153,849	149,040	156,382
Insurance	17,189	20,000	15,047
Service Providers, Contractors and Consultancy	17,213	17,400	16,489
	335,453	342,089	320,626

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Consultancy and Contract Services	113,700	105,588	102,520
Cyclical Maintenance	20,970	5,904	25,483
Heat, Light and Water	43,935	42,000	39,551
Rates	19,978	17,400	16,931
Repairs and Maintenance	40,596	45,000	46,759
Use of Land and Buildings	1,288,094	-	1,387,303
Employee Benefits - Salaries	56,956	59,240	60,582
Other Property Expenses	79,472	76,640	76,274
	1,663,701	351,772	1,755,403

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. Other Expense

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Transport	3,972	2,700	1,955
	3,972	2,700	1,955

8. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Bank Accounts	1,953,949	1,682,316	1,531,878
Cash and cash equivalents for Statement of Cash Flows	1,953,949	1,682,316	1,531,878

Of the $1,953,949 Cash and Cash Equivalents $265,424 is subject to restrictions for the following reasons:

- $202,825 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- $62,599 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 21.

9. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Receivables	57,363	60,000	98,048
Teacher Salaries Grant Receivable	522,712	393,972	393,972
	580,075	453,972	492,020
Receivables from Exchange Transactions	57,363	60,000	98,048
Receivables from Non-Exchange Transactions	522,712	393,972	393,972
	580,075	453,972	492,020

10. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
School Uniforms	29,191	24,474	24,474
	29,191	24,474	24,474

11. Property, Plant and Equipment

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	$	$	$	$	$	$
Building Improvements	447,218	85,188	-	-	(38,744)	**493,661**
Furniture and Equipment	408,725	41,896	-	-	(91,770)	**358,850**
Information and Communication Technology	14,199	17,564	-	-	(9,351)	**22,412**
Intangible Assets	11,088	-	-	-	-	**11,088**
Motor Vehicles	57,894	-	-	-	(20,882)	**37,012**
Leased Assets	109,764	106,061	-	-	(94,788)	**121,037**
Library Resources	39,913	7,389	-	-	(7,768)	**39,534**
	1,088,800	258,098	-	-	(263,304)	**1,083,594**

The net carrying value of furniture and equipment held under a finance lease is $121,037 (2024: $109,764).

Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	$	$	$	$	$	$
Building Improvements	617,832	(124,171)	**493,661**	532,644	(85,426)	**447,218**
Furniture and Equipment	1,261,582	(902,732)	**358,850**	1,228,089	(819,364)	**408,725**
Information and Communication Technology	64,948	(42,536)	**22,412**	59,660	(45,461)	**14,199**
Intangible Assets	19,188	(8,100)	**11,088**	19,188	(8,100)	**11,088**
Motor Vehicles	99,437	(62,425)	**37,012**	99,437	(41,543)	**57,894**
Leased Assets	218,907	(97,870)	**121,037**	291,450	(181,686)	**109,764**
Library Resources	212,933	(173,399)	**39,534**	205,543	(165,630)	**39,913**
	2,494,827	(1,411,233)	**1,083,594**	2,436,011	(1,347,210)	**1,088,800**

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Creditors	20,600	140,000	138,178
Accruals	49,095	37,288	37,288
Employee Entitlements - Salaries	522,712	393,972	393,972
Employee Entitlements - Leave Accrual	12,181	12,181	12,181
	604,588	583,441	581,619
Payables for Exchange Transactions	604,588	583,441	581,619
	604,588	583,441	581,619

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
International Student Fees in Advance	202,825	200,000	241,609
	202,825	200,000	241,609

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
Provision at the Start of the Year	69,435	69,435	59,971
Increase/(decrease) to the Provision During the Year	20,970	5,904	25,483
Use of the Provision During the Year	(6,785)	(5,904)	(16,019)
Provision at the End of the Year	83,620	69,435	69,435
Cyclical Maintenance - Current	28,652	-	-
Cyclical Maintenance - Non current	54,968	69,435	69,435
	83,620	69,435	69,435

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

15. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	$	$	$
No Later than One Year	63,615	38,848	70,499
Later than One Year	65,234	65,234	45,412
	128,849	104,082	115,911
Represented by			
Finance lease liability - Current	63,615	38,848	70,499
Finance lease liability - Non current	65,234	65,234	45,412
	128,849	104,082	115,911

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2025		Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
B.H.K & Korora Remedial	*In progress*	65	-	-	-	65
Fire System Upgrade	*In progress*	110,438	-	(47,839)	-	62,599
Hall Boys Toilet Remediation	*Complete*	10,022	1,318	(16,680)	5,339	-
Totals		120,525	1,318	(64,518)	5,339	62,664

Represented by:

Funds Held on Behalf of the Ministry of Education	62,664
Funds Receivable from the Ministry of Education	-

2024		Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
B.H.K & Korora Remedial	*In progress*	(5,349)	5,414	-	-	65
Fire System Upgrade	*In progress*	62,162	50,191	(1,915)	-	110,438
Lockdown/PA System	*Complete*	(7,497)	15,477	(7,980)	-	-
Hall Basement Repairs	*In progress*	(455)	18,189	(17,734)	-	-
LSPM	*Complete*	35,772	2,890	(38,662)	-	-
Hall Boys Toilet Remediation	*In progress*	-	15,361	(5,339)	-	10,022
Totals		84,633	107,522	(71,630)	-	120,525

Represented by:

Funds Held on Behalf of the Ministry of Education	120,525
Funds Receivable from the Ministry of Education	-

17. 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.

18. Remuneration

Key management personnel compensation

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	2,900	3,525
Leadership Team		
Remuneration	594,952	561,989
Full-time equivalent members	4	4
Total key management personnel remuneration	597,852	565,514

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance 3 and Property 3 committees that meet monthly and quarterly respectively. 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	190-200	180-190
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0	0

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	16	12
111-120	9	3
121-130	1	2
131-140	2	1
	28	18

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

19. 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	-	-

20. 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.

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $62,599 (2024:$122,167) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
Fire System Upgrade	62,599
Total	**62,599**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

22. 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	1,953,949	1,682,316	1,531,878
Receivables	580,075	453,972	492,020
Total financial assets measured at amortised cost	2,534,024	2,136,288	2,023,898
Financial liabilities measured at amortised cost			
Payables	604,588	583,441	581,619
Finance Leases	128,849	104,082	115,911
Total financial liabilities measured at amortised cost	733,437	687,523	697,530

23. Events After Balance Date

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

KiwiSport

KiwiSport funding for the year ended 2025 was $12,549 (2024:$12,455). All funds were spent of Sports Administrator wages.

Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Employer Responsibility Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Statement of Variance Reporting

School Name:	Tahatai Coast School	**School Number:**	6742

Strategic Aims 2024 - 2026:	• **LEARNING** - Creating the best possible learning opportunities. • **CULTURE** - Fostering and celebrating diversity. • **COMMUNITY** - Collaborating positively together.
Annual Aims 2025:	LEARNING • Provide an authentic, innovative, localised curriculum. • Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs. CULTURE • Celebrate and embrace Te Ao Māori at Tahatai Coast School. • Develop leadership capabilities to enhance the effectiveness and delivery of quality teaching and learning. COMMUNITY • Foster important partnerships with whānau and the community. • Create a school culture where we celebrate and share within Tahatai Coast School.
Targets 2025:	Our targets incorporated changes to the New Zealand Curriculum, acknowledging Year Level-specific expectations. This is intended to establish a baseline for future target setting and comparison between year levels and year to year. **Reading** • To have 80% of all our tamariki reading at or above the expected level. **Writing** • To have 70% of all our tamariki writing at or above the expected level. **Maths** • To have 80% of all our tamariki at or above the expected level in numeracy

Baseline Data:	For the learning areas below, we will be using the 2025 progress descriptors: Needs Support - Progressing towards - Proficient - Exceeding **Reading** • The new curriculum 2025 will establish a new baseline. • Historically, we have had between 75% and 80% of students achieving at or above expected levels in Reading. • Historically, we have had between 65% and 75% of Māori students achieving at or above expected levels in Reading. **Writing** • The new curriculum 2025 will establish a new baseline. • Historically, we have had between 65% and 70% of students achieving at or above expected levels in Writing. • Historically, we have had between 55% and 60% of Māori students achieving at or above expected levels in Writing. **Maths** • The new curriculum 2025 will establish a new baseline. • Historically, we have had between 75% and 85% of students achieving at or above expected levels in Maths. • Historically, we have had between 70% and 80% of Māori students achieving at or above expected levels in Maths.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Overall: All staff engage in Professional Learning and development opportunities for structured literacy and numeracy. Target Students in Literacy and Numeracy: Used assessment information, OTJs and other data to gather evidence, identified target children and developed strategies designed to accelerate progress. Writing moderation across Whānau. Continued implementation of Te Reo Māori/Histories Curriculum. Thought critically about the data and which students we could further extend. CoL areas of focus - transitioning, SENCO/Learning Support, Identity and Culture. Continued implementation of the outcomes of this mahi. Continued to monitor the effect of	**Reading** To have 80% of all our tamariki reading at or above the expected level. 64% of students are At/Above expected level Reading achievement is consistently strong across all year levels, from Year 2 upward. A large proportion of students are achieving at or above expectations: • Y2: 83% At/Above • Y3: 63% At/Above • Y4: 70% At/Above • Y5: 66% At/Above • Y6: 79% At/Above Senior learners (Y5–6) show particularly strong performance, with higher percentages of students in Exceeding, especially Year 6 (24% Exceeding).	**Reading** 36% of students were below expected levels Needs Support: is lowest in the senior school (4–7%) and highest in the early years (Y1: 21%). This indicates reading improves steadily over time, with the early years as the key pressure point. Year Level Analysis: - Year 6 = 79% At/Above - Year 2 = 83% At/Above — indicates strong early decoding and comprehension foundations. - Year 1 = 36% At/Above - Largest "Progressing Towards" (42%) and high Needs Support (21%). Suggests a challenging transition from early literacy foundations to reading independence. Overall: Achievement improves significantly after Year 1, with consistent gains through to Year 6. Gender: Girls outperform boys across the school - Girls At/Above: 67% - Boys At/Above: 61% - Girls have Higher Exceeding rates (14.5% vs 8.1%)	**Reading Areas for Development** - Strengthen Early Literacy Foundations. 36% of Y1 learners meet expectations. High "Progressing Towards" (42%) signals most learners are on their way but not secure in core skills. - Address the persistent gender gap. Boys remain over-represented in Needs Support. Increase motivation and engagement strategies aimed at boys' reading. **Writing Areas for Development** - Boys' Writing Achievement. Need for engagement strategies, explicit teaching, and scaffolding targeted for male learners. - Need to strengthen early writing (Y1 and Y2) foundations and early intervention. - Reducing "Needs Support" across all cohorts. With 17% of students in this category, systematic intervention and progress-monitoring are required.

learning interventions, i.e. Literacy intervention programme, Quick 60, ESoL. Review of whole school targets with the Leadership team. Setting of 2025 targets with Whānau Leaders and their teams. Bringing more ownership and a collective responsibility to work towards improvement. We Live, and We Learn Explorer Competencies - embedded in everyday practice; students are able to talk about them and understand their scaffolding (matrix). Reports to the Principal and Board of Trustees, providing updates on curriculum changes and progress against the achievement of the targets (EOY).	**Writing** To have 70% of all our tamariki writing at or above the expected level. 43% of students are At/Above expected in writing Achievement is relatively consistent across year levels, with most cohorts having approximately 35–45% At/Above expected. Senior students (Years 5–6) show increasing proportions of students meeting expectations, suggesting progress over time. **Maths** To have 80% of all our tamariki at or above the expected level in numeracy. 53% of students are At/Above expected in mathematics	- Girls have Lower Needs Support (10.6% vs 15.7%) This mirrors national trends, in which girls generally outperform boys in reading. Ethnicity: - NZ/European: 69% At/Above - Pasifika: 56% At/Above (small cohort). - Māori: 60% At/Above While overall performance is mixed, both Asian and MELAA groups have a higher proportion of individuals who need targeted support. **Writing** 57% of students are below expected • 40% Progressing Towards • 17% Needs Support This indicates a significant proportion of learners require considerable support to meet curriculum expectations in writing. - Year 6 = 51% At/Above – strongest cohort overall. - Year 5 46% At/Above – showing growth from earlier years. - Years 1 & 2. The largest percentages of students below expected (56% in Year 1, 64% in Year 2).	**English** - Structured literacy approaches are having a positive impact. Continue embedding this across the school, targeting early years with intervention. - Teachers to target Tier 2 learners who are Progressing Towards expected levels. Consistent assessment-for-learning systems are needed to identify needs early. - Use a tiered intervention model for Years 1-3 **Maths** Improve outcomes for Year 2, Year 4, and Year 5 These year levels would benefit from: - Consistent use of maths progressions - Targeted small-group interventions - Strengthening number foundations

	Achievement is relatively consistent across year levels, with most cohorts between 45–60% At/Above. Senior students (Years 5–6) show strong performance: • Year 5 48% At/Above • Year 6 61% At/Above Year 1 is a standout early strength with 67% At/Above.	- Years 3 & 4 Sitting around 55–60% Below expected, signalling emerging gaps as students move into more complex writing demands. Overall: Achievement increases across the year levels, indicating accelerated progress in the senior school. Early writing development is a key pressure point. Gender: Girls outperform boys significantly - Girls At/Above 52% - Boys At/Above 33% This gap is consistent across most year levels and mirrors national trends in writing. Boys are over-represented in Needs Support (23% compared with 11% for girls). Ethnicity: - NZ/European 46% At/Above - Asian 34% At/Above (with higher numbers Progressing Towards rather than Needs Support) - Māori 41% Below expected; - Pasifika 81% Below expected - MELAA 64% Below expected	Reduce widening gaps for Māori learners. 42% At/Above compared with 56% for NZ/European. Address high 'Progressing Towards' numbers. Across most year levels, there is a large group (30–45%) of students who are almost there, but not secure. Strengthen structured mathematics approaches through the MoE PLD contract. Use year-by-year progressions to ensure clarity of expectations and coverage. Teachers to target Tier 2 learners who are Progressing Towards expected levels. Use a tiered intervention model for Years 4-6. **Te Reo Māori** All kaimahi at Tahatai will use their 2024 learning of te reo Māori in class. Kaimahi increased confidence

		Equity gaps are clear, with Pasifika and MELAA students facing the most significant disparities. **Maths** 47% of students are below expected - 35% Progressing Towards - 3% Needs Support The proportion of Needs Support increases notably in the lower and middle primary years (10–19%), suggesting that growing complexity is widening gaps for some learners. Year-Level: - Year 1 67% At/Above 2025 Maths Progress Descriptors - Year 6 61% At/Above - Year 3 51% At/Above Years 2, 4, and 5 show widened gaps - Year 2 47.9% Below - Year 4 56.7% Below - Year 5 51.7% Below These year levels have particularly high percentages in 'Progressing Towards', signalling many learners have a partial understanding but are not yet secure.	to correctly use more te reo Māori in their daily classroom practice. Any new staff will be supported in the teams through a collaborative approach to planning. **Whakamana Māori Programme** The Whakamana Māori Programme will continue in 2026. **Target Setting** Continue with a robust, clear setting of 2026 targets with staff from the data (ownership and collective responsibility). Comparing 2025 and 2026 will be problematic due to the updated curriculum implemented in October 2025 and the release of 5 progress descriptors for 2026. These are continually reviewed through Whānau Hui, and there are mid-year and end-of-year reviews of these targets to the BoT. **Coaching** Investment in Pedagogical coaching for the SLT and Curriculum Leaders to

		Overall: Progress is up-and-down across year levels rather than steadily improving. Achievement dips in Year 2 and Year 4, suggesting these transition points need targeted instructional strengthening. Gender: Boys outperform girls in mathematics - Boys At/Above 58% - Girls At/Above 47% Girls are over-represented in 'Progressing Towards' and 'Needs Support' (53%), while boys are more likely to be in 'Proficient'. This is the reverse of reading and writing patterns. Ethnicity Trends: - Asian 62.7% At/Above - NZ/European 56% At/Above. - Pasifika: 56% At/Above - Māori 58% Below. Māori learners in Years 4–5 show particularly high proportions of "Needs Support" (20–55%). - MELAA: 16% Needs Support	enhance the leadership of effective practices in Literacy and Numeracy. With a particular focus on target students (identified needs). **<u>Whānau Evenings</u>** Hosting Literacy and Numeracy evenings for parents to learn more about current practice/changes to the curriculum, and ways to support learning at home.

Planning for next year:

Strategic Aim 2024 - 2026 LEARNING - Creating the best possible learning opportunities.

Annual Aim 2026: (1a). Implementing evidence-based instruction in literacy and maths.

- **Actions 2026**
  - ☐ Implement consistent modes of monitoring student progress and achievement.
  - ☐ Using high-performing data and evidence to inform practice.
  - ☐ Using pedagogical coaching to strengthen the use of evidence-informed practice to deliver a knowledge-rich curriculum.
  - ☐ Differentiate learning to meet diverse needs.

Annual Aim 2026: (1b). To provide intervention in numeracy (Years 4-6) and literacy (Years 1-3)

- **Actions 2026**
  - ☐ To appoint literacy and numeracy intervention teachers to deliver Ministry-funded intervention programmes.
  - ☐ To use data to identify Tier 3 learners early in term 1.
  - ☐ Using high-performing data and evidence to inform practice.

Strategic Aim 2024 - 2026 CULTURE - Fostering and celebrating diversity.

Annual Aim 2026: (2a). Celebrate and embrace diversity at Tahatai Coast School

- **Actions 2026**
  - ☐ Strengthen relationships between the school and mana whenua.
  - ☐ Monitor and reflect on how Måori akonga are engaging and achieving in a structured learning environment.
  - ☐ Provide a specialist Te Ao Måori programme for identified akonga that enriches and embraces the culture.
  - ☐ All cultures are acknowledged and celebrated within all learning environments.
  - ☐ Creating awareness for all akonga with an increasingly diverse school community

- **Annual Aim 2026:** (2b). Strengthen school-wide behaviour management strategies and practices.
- **Actions 2026**
  - ☐ Review behaviour management policy and procedures.
  - ☐ Provide professional learning opportunities to build confidence, consistency and capability when managing student behaviours (both inside and outside the classroom).

Strategic Aim 2024 - 2026 COMMUNITY - Collaborating positively.

Annual Aim 2026: (3a). Foster important partnerships with whānau and the community.

- Actions 2026
  - ☐ Plan opportunities for whānau to engage with the school and have a voice.
  - ☐ Support whānau in understanding the revised curriculum year-level expectations and progress indicators.
  - ☐ Create an Attendance Management Plan and update policy.
  - ☐ Maintain a positive working partnership with our Parent-Teacher Association.

Annual Aim 2026: (3b). Review all communication tools and methods.

- **Actions 2026**
  - ☐ Review all current forms of communications within the school.
  - ☐ Create a school culture that celebrates and shares within Tahatai Coast School.
  - ☐ Create an environment that is fun for all students.

Independent Auditor's Report

To the Readers of Tahatai Coast School's Financial Statements

For the Year Ended 31 December 2025

The Auditor-General is the auditor of Tahatai Coast School (the School). The Auditor-General has appointed me, Craig Rossouw, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on pages 1 to 19, 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:
  - its financial position as at 31 December 2025; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 20 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.

Auckland | Level 4, 21 Queen Street, Auckland 1010, New Zealand
Tauranga | 145 Seventeenth Ave, Tauranga 3112, New Zealand
+64 9 366 5000
+64 7 927 1234
info@williambuck.co.nz
www.williambuck.com

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 on behalf of the School 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, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Te Tiriti o Waitangi Statement, 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 the auditor, we have no relationship with, or interests in, the School.

Craig Rossouw
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand