

TE AO MARAMA SCHOOL

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 780

Principal: Tony Grey

School Address: 33 Hare Puke Drive, Flagstaff, Hamilton

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School Phone: 07 5950595

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Accountant / Service Provider: SRN Partners Chartered Accountants Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Corkill	Presiding Member	Elected	Jun-28
Tony Grey	Principal ex Officio		Jun-28
Heemi Mcdonald	Parent Representative	Elected	Jun-28
Laura Casey	Parent Representative	Elected	Jun-28
Tama Tawhai	Parent Representative	Elected	Jun-28
Ihipera Sweet	Parent Representative	Elected	Jun-28
Carl Haa	Parent Representative	Elected	Jun-28
Teina Neha	Staff Representative	Elected	Jun-28

TE AO MARAMA SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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TE AO MARAMA 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.

Andrew Corkill

Full Name of Presiding Member



Signature of Presiding Member

20 May 2026

Date

Tony Grey

Full Name of Principal



Signature of Principal

20 May 2026

Date

TE AO MARAMA 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	6,129,181	5,569,000	5,987,370
Locally Raised Funds	3	371,405	137,000	331,534
Interest		38,094	34,000	46,579
Total Revenue		6,538,680	5,740,000	6,365,483
Expense				
Locally Raised Funds	3	79,804	-	112,855
Learning Resources	4	4,273,780	3,663,950	3,984,417
Administration	5	304,617	332,600	286,828
Interest		4,832	-	4,014
Property	6	1,634,881	1,500,000	1,783,516
Total Expense		6,297,914	5,496,550	6,171,630
Net Surplus / (Deficit) for the year		240,765	243,450	193,853
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		240,765	243,450	193,853

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



TE AO MARAMA 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		1,887,550	1,737,150	1,693,697
Total comprehensive revenue and expense for the year		240,765	243,450	193,853
Equity at 31 December		2,128,315	1,980,600	1,887,550
Accumulated comprehensive revenue and expense		2,128,315	1,980,600	1,887,550
Equity at 31 December		2,128,315	1,980,600	1,887,550

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



TE AO MARAMA SCHOOL

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,021,684	107,600	498,260
Accounts Receivable	8	420,922	334,000	318,513
GST Receivable		20,655	7,200	16,760
Prepayments		1,304	6,000	2,050
Inventories	9	2,300	2,200	2,355
Investments	10	238,157	850,000	453,829
		<u>1,705,022</u>	<u>1,307,000</u>	<u>1,291,767</u>
Current Liabilities				
Accounts Payable	12	411,132	321,900	324,815
Revenue Received in Advance	13	19,842	22,000	22,105
Finance Lease Liability	14	18,250	42,500	21,122
Funds held in Trust	15	6,483	-	7,308
		<u>455,707</u>	<u>386,400</u>	<u>375,350</u>
Working Capital Surplus/(Deficit)		<u>1,249,315</u>	<u>920,600</u>	<u>916,417</u>
Non-current Assets				
Property, Plant and Equipment	11	908,176	1,060,000	1,016,844
		<u>908,176</u>	<u>1,060,000</u>	<u>1,016,844</u>
Non-current Liabilities				
Finance Lease Liability	14	29,176	-	45,711
		<u>29,176</u>	<u>-</u>	<u>45,711</u>
Net Assets		<u>2,128,315</u>	<u>1,980,600</u>	<u>1,887,550</u>
Equity		<u>2,128,315</u>	<u>1,980,600</u>	<u>1,887,550</u>

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



TE AO MARAMA 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		1,070,942	933,150	1,014,957
Locally Raised Funds		272,940	120,000	232,628
International Students		103,441	-	91,397
Goods and Services Tax (net)		(812)	6,800	(10,583)
Payments to Employees		(679,667)	3,021,500	(571,534)
Payments to Suppliers		(411,072)	(3,944,330)	(410,439)
Interest Paid		(4,833)	-	(4,014)
Interest Received		43,622	34,000	46,885
Net cash from/(to) Operating Activities		394,561	171,120	389,297
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(70,552)	(289,520)	(136,824)
Purchase of Investments		217,870	(10,000)	230,766
Net cash from/(to) Investing Activities		147,318	(299,520)	93,942
Cash flows from Financing Activities				
Finance Lease Payments		(17,630)	130,000	(24,928)
Funds Administered on Behalf of Other Parties		(825)	-	3,638
Net cash from/(to) Financing Activities		(18,455)	130,000	(21,290)
Net increase/(decrease) in cash and cash equivalents		523,424	1,600	461,949
Cash and cash equivalents at the beginning of the year	7	498,260	106,000	36,310
Cash and cash equivalents at the end of the year	7	1,021,684	107,600	498,259

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

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



TE AO MARAMA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

TE AO MARAMA 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.

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 14. Future operating lease commitments are disclosed in note 20.

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:

Building Improvements	10 years
Furniture and Equipment	5–10 years
Information and Communication Technology	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. The valuation is based on **comparison to recent market transaction**.

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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to 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.



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) 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, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

r) 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.

s) 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.

t) Budget Figures

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

u) 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	1,062,155	890,000	991,504
Teachers' Salaries Grants	3,412,351	3,179,000	3,224,382
Use of Land and Buildings Grants	1,622,415	1,500,000	1,771,484
Other Government Grants	32,260		
	<u>6,129,181</u>	<u>5,569,000</u>	<u>5,987,370</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	83,075	45,000	47,195
Fees for Extra Curricular Activities	43,966	17,000	96,159
Trading	39,249	-	39,810
Fundraising and Community Grants	19,419	-	-
Other Revenue	89,533	75,000	73,701
International Student Fees	96,163	-	74,669
	<u>371,405</u>	<u>137,000</u>	<u>331,534</u>
Expense			
Extra Curricular Activities Costs	24,283	-	62,631
Trading	31,656	-	32,525
International Student - Other Expenses	23,865	-	17,699
	<u>79,804</u>	<u>-</u>	<u>112,855</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>291,601</u>	<u>137,000</u>	<u>218,679</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	131,207	106,450	102,247
Information and Communication Technology	18,562	34,000	39,058
Employee Benefits - Salaries	3,916,264	3,486,500	3,614,262
Staff Development	28,311	2,500	53,490
Depreciation	179,220	-	174,839
Other Learning Resources	216	34,500	520
	<u>4,273,780</u>	<u>3,663,950</u>	<u>3,984,417</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	7,041	6,700	8,550
Board Fees and Expenses	6,399	9,500	7,620
Other Administration Expenses	107,312	132,400	85,501
Employee Benefits - Salaries	176,841	178,000	179,140
Service Providers, Contractors and Consultancy	7,024	6,000	6,017
	<u>304,617</u>	<u>332,600</u>	<u>286,828</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Repairs and Maintenance	12,466	-	12,032
Use of Land and Buildings	1,622,415	1,500,000	1,771,484
	<u>1,634,881</u>	<u>1,500,000</u>	<u>1,783,516</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	422,909	107,600	107,297
Short-term Bank Deposits	598,775	-	390,963
Cash and cash equivalents for Statement of Cash Flows	<u>1,021,684</u>	<u>107,600</u>	<u>498,260</u>

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

Of the \$1,021,684 Cash and Cash Equivalents \$19,842 of Revenue Received in advance is held by the school, as disclosed in note 13.

Of the \$1,021,684 Cash and Cash Equivalents \$6,483 of Funds held in trust for homestay fee, as disclosed in note 15.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	24,318	55,000	11,435
Receivables from the Ministry of Education	2,329	5,000	7,181
Interest Receivable	6,845	12,000	12,373
Teacher Salaries Grant Receivable	387,430	262,000	287,525
	<u>420,922</u>	<u>334,000</u>	<u>318,514</u>
Receivables from Exchange Transactions	31,163	67,000	23,808
Receivables from Non-Exchange Transactions	389,759	267,000	294,706
	<u>420,922</u>	<u>334,000</u>	<u>318,514</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	2,300	2,200	2,355
	<u>2,300</u>	<u>2,200</u>	<u>2,355</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	238,157	850,000	453,829
Total Investments	<u>238,157</u>	<u>850,000</u>	<u>453,829</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	806,399	-	-	-	(99,114)	707,285
Furniture and Equipment	58,878	8,796	-	-	(19,434)	48,240
Information and Communication Technology	74,912	58,807	-	-	(34,801)	98,918
Leased Assets	65,910	2,199	-	-	(24,434)	43,675
Library Resources	10,745	751	-	-	(1,437)	10,059
	<u>1,016,844</u>	<u>70,552</u>	<u>-</u>	<u>-</u>	<u>(179,220)</u>	<u>908,176</u>

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$43,675 (2024: \$65,910)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	991,140	(283,855)	707,285	989,082	(182,683)	806,399
Furniture and Equipment	158,490	(110,251)	48,239	149,124	(90,246)	58,878
Information and Communication Technology	454,216	(355,297)	98,919	395,408	(320,496)	74,912
Leased Assets	157,965	(114,291)	43,674	155,767	(89,857)	65,910
Library Resources	19,853	(9,794)	10,059	19,102	(8,357)	10,745
	<u>1,781,664</u>	<u>(873,488)</u>	<u>908,176</u>	<u>1,708,483</u>	<u>(691,639)</u>	<u>1,016,844</u>



12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	1,975	16,900	16,840
Accruals	13,820	13,000	13,256
Employee Entitlements - Salaries	387,430	285,000	287,525
Employee Entitlements - Leave Accrual	7,907	7,000	7,194
	<u>411,132</u>	<u>321,900</u>	<u>324,815</u>
Payables for Exchange Transactions	411,132	321,900	324,815
	<u>411,132</u>	<u>321,900</u>	<u>324,815</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	17,000	17,027
International Student Fees in Advance	9,261	5,000	5,078
Other revenue in Advance	10,581	-	-
	<u>19,842</u>	<u>22,000</u>	<u>22,105</u>

14. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	26,747	21,250	28,659
Later than One Year	26,343	21,250	42,369
Future Finance Charges	(5,663)	-	(4,195)
	<u>47,427</u>	<u>42,500</u>	<u>66,833</u>
Represented by			
Finance lease liability - Current	18,251	42,500	21,122
Finance lease liability - Non current	29,176	-	45,711
	<u>47,427</u>	<u>42,500</u>	<u>66,833</u>



15. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	6,483	-	7,308
	6,483	-	7,308
	6,483	-	7,308

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.

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,645	3,340
<i>Leadership Team</i> Remuneration	854,932	453,865
Full-time equivalent members	6	3
Total key management personnel remuneration	858,577	457,205
	858,577	457,205

There are 7 members of the Board excluding the Principal that meet monthly. The Board has held 8 full meetings of the Board in the year. The Board also has Property committee (PPP Arrangement) that meet 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	200-210	180-190
Benefits and Other Emoluments	4--5	4--5
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	10.00	6.00
110-120	2.00	-
120-130	1.00	5.00
130-140	2.00	-
140-150	1.00	-
	<u>16.00</u>	<u>11.00</u>

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

18. 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	-	-

19. 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.



20. Commitments

(b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

(a) operating lease of a Coffee Machine;

	2025 Actual \$	2024 Actual \$
No later than One Year	-	200
	<u>-</u>	<u>200</u>

The total lease payments incurred during the period were \$0.00 (2024: \$200).

21. 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	1,021,684	107,600	498,260
Receivables	420,922	334,000	318,514
Investments - Term Deposits	238,157	850,000	453,829
Total financial assets measured at amortised cost	<u>1,680,763</u>	<u>1,291,600</u>	<u>1,270,603</u>

Financial liabilities measured at amortised cost

Payables	411,132	321,900	324,815
Finance Leases	47,426	42,500	66,833
Total financial liabilities measured at amortised cost	<u>458,558</u>	<u>364,400</u>	<u>391,648</u>

22. Events After Balance Date

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

22. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE AO MARAMA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Te Ao Marama School (the School). The Auditor-General has appointed me, Liyan Yao, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on pages 2 to 16, 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 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.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error.

Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

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

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

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

Independence

We are independent of the School in accordance with the 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.



Liyan Yao
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

Te Ao Marama School

Kiwisport Note

For the year ended 31 December 2025

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, we received total Kiwisport funding of \$7,992.72 (excluding GST). The funding was spent on the sports equipment, clothing, & entry fees. It was also used to provide administrative time to increase our students participation in sports.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Te Ao Marama School Board:

- Has adhered to its personnel policies within policy and procedural
- Has reviewed its compliance against these policies as per the review
- Is a good employer and complies with the conditions contained in the
- Ensures all employees and applicants for employment are treated
- Meets all equal employment opportunities requirements.

STATEMENT OF VARIANCE 2025

Achievement Target: Identify all students who are more than one to two sublevels below expected level in writing at the end of the 2024 school year and accelerate their achievement (more than 1 sub-level growth over and above normal growth) by year's end.

Outcome	Analysis
Target Partially Achieved	<p>Students in years 1-6 were identified as 'target learners' at the end of 2024 if they were below or well below expected curriculum levels in writing. (At the beginning of 2025, this group was 115 students)</p> <p>At end-of-year data checkpoint 42 of the 115 students (37%) had made accelerated progress in just 12 months to achieve curriculum expectation by 1st December.</p> <p>Target Groups: Māori Learners – cohort size 45 at beginning of 2025 school year, 15 of those requiring extra support in Writing. 33% of these learners made accelerated progress in just 12 months to achieve curriculum expectation by 1st December.</p> <p>Boys - cohort size 206 at beginning of 2025 school year, 68 of those requiring extra support in Writing. 27% of these learners made accelerated progress in just 12 months to achieve curriculum expectation by 1st December.</p>

Students achieving at or above expected curriculum levels	WRITING	
	End of 2025 Data	End of 2024 Data
<i>** brackets indicate number of students at end of year 2025</i>		
All students (505)	68%	74%
Males (267)	66%	70%
Females (238)	71%	79%
NZ European (175)	70%	77%
NZ Māori (64)	66%	74%
Non Māori (441)	69%	74%
Asian (204)	70%	75%
ELL Learners (196)	65%	70%

SCHOOL STRENGTHS

- All our cohort groups showed progress in writing from EOY 2024, to the end of year 2025.
- Our target groups from the beginning of the year made pleasing accelerated progress in the 12 months.
- 65% of our ELL students were achieving at/above curriculum expectations in writing.

AREAS FOR IMPROVEMENT; & THE BASIS FOR IDENTIFYING AREAS FOR IMPROVEMENT

- Our key priority for 2026 will remain literacy and writing, as data highlights this as a critical area of need for our school.
- We will continue to provide targeted support for our ELL learners across core learning areas, responding to the significant increase in students with English as a second language.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT.

Ongoing Monitoring & Support: Continuously track 'Target Learner' groups and allocate resources for in-class support.

Curriculum Development:

- Provide ongoing PLD in literacy, with coaching to enhance leadership across learning spaces.
- Develop and share assessment tools for reading and writing, offering support to teams.
- Maintain a strong focus on assessment practices, including moderation processes and timeframes within teams.
- Offer additional support for staff in using Hero to record assessment data.

Inclusive Learning Support:

- Increase ILA hours to provide targeted assistance for learners requiring extra support.
- Expand ILA hours specifically for ELL students.
- Engage RT:Lit and RTLB services as needed to address specific learning needs.
- Attach a lead team member to each floor for further support.
- Continue the focus on literacy and the science of writing.
- Introduce an additional kaiārahi role to support some Māori learners.

Student Engagement & Attendance:

- Maintain a sustained campaign to improve attendance.
- Provide PLD in writing.

Resourcing & Budgeting:

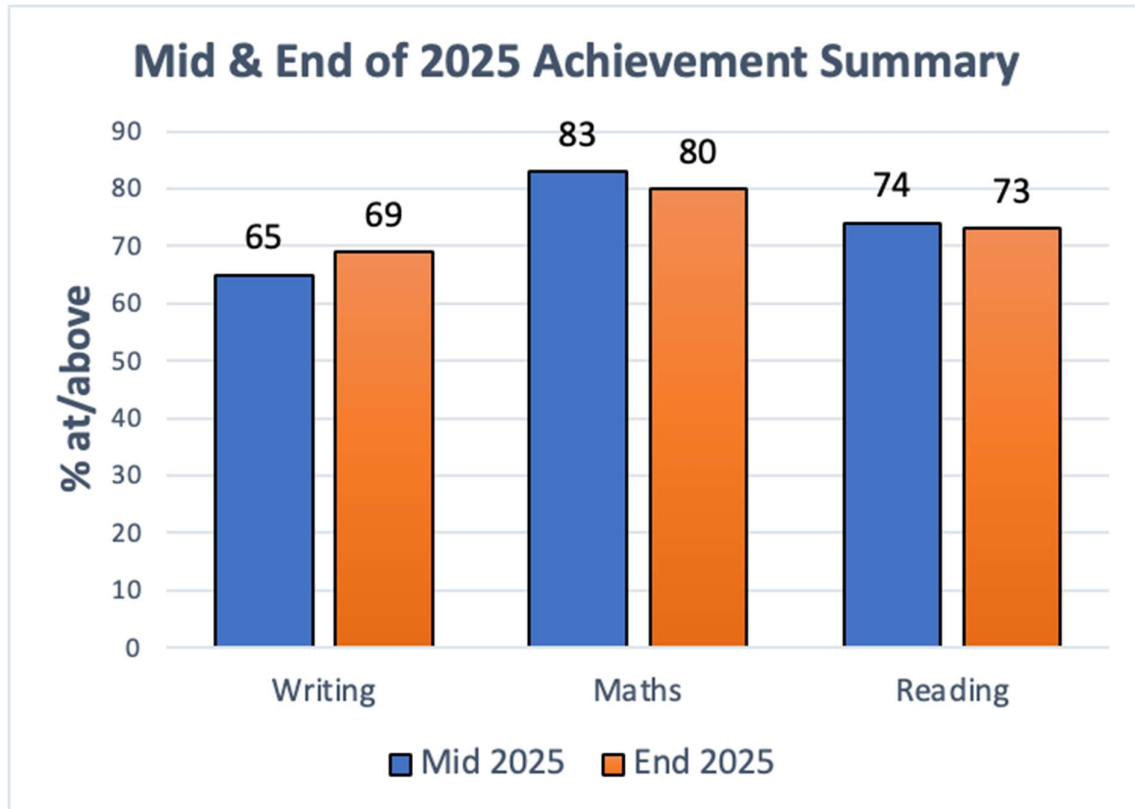
- Sustain a strong commitment to funding Inclusive Learning as much as possible.

2025 Resourcing

Programmes of Learning	Staff Professional Learning	Learning Resources
<p>ILA's- increase in hours to support learners both within class and withdrawal where appropriate.</p> <ul style="list-style-type: none"> - ELL - Liaison ILA for each floor - Learning support for target learners, particularly in literacy <p>Continue to resource the school with full time Learning Support Coordinator</p>	<ul style="list-style-type: none"> • Engage in professional learning aligned with the NZ Curriculum Refresh. • Implement whole-school professional development focused on literacy. • Provide professional learning for the Curriculum Development team, including external facilitation and visits to other schools. 	<ul style="list-style-type: none"> • Acquire additional resources to enhance literacy support. • Invest in more teacher resources to strengthen classroom programmes. • Expand the collection of reading materials specifically designed to support English Language Learners.

Evaluation and analysis of the school's students' progress and achievement 2025

The summary below represents a summary of Student Achievement information, shared with our Board and community. For further information please refer to our Statement of Variance, school newsletters and Strategic Plan.

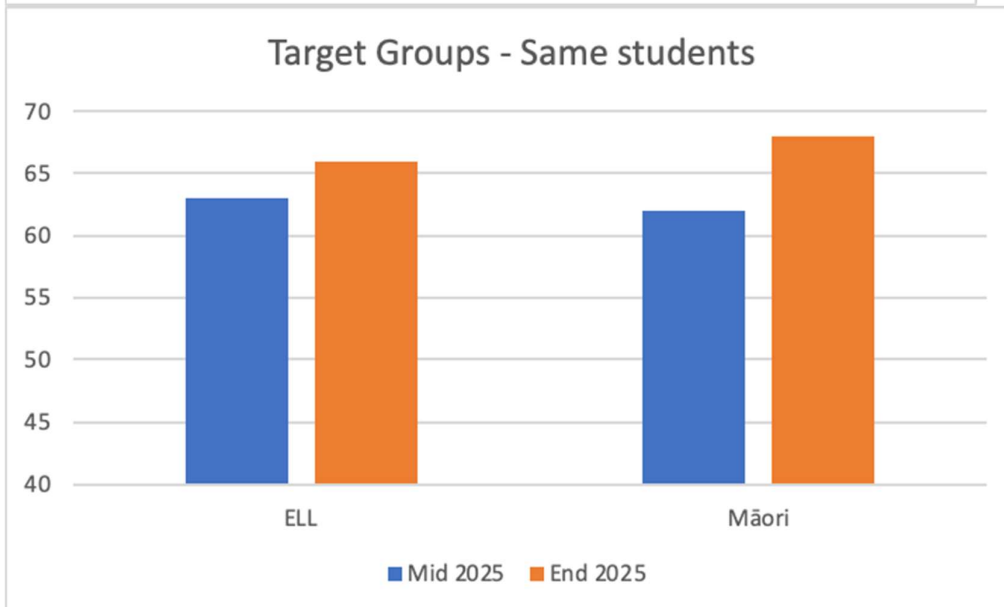
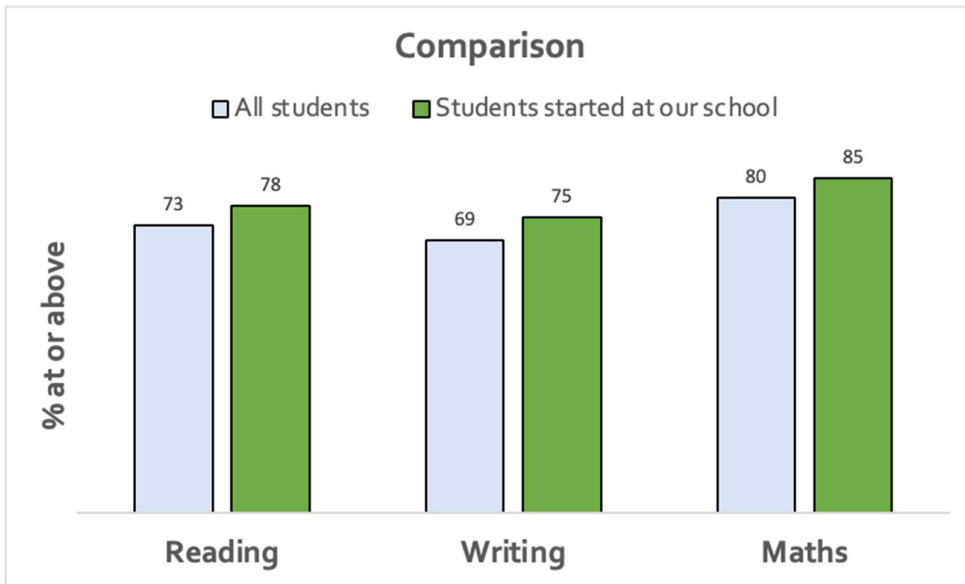


Students achieving at or above expected curriculum levels	READING		WRITING		MATHS	
	End of 2024 Data	End of 2025 Data	End of 2024 Data	End of 2025 Data	End of 2024 Data	End of 2025 Data
** brackets indicate number of students at end of year 2025						
All students (505)	76%	73%	74%	68%	87%	80%
Males (267)	76%	73%	70%	66%	91.2%	82%
Females (238)	75%	72%	79.4%	71%	83%	77%
NZ European (175)	75%	75%	77%	70%	89%	83%
NZ Māori (64)	77%	67%	73.6%	66%	89%	69%
Non Māori (441)	75%	75%	74%	69%	87%	81%
Asian (204)	76%	73%	75.5%	70%	86.3%	81%
ELL Learners (196)	72%	67%	70%	65%	86.8%	76%



It is important to note that the cohorts above are very different. During 2025 we enrolled 162 new students since the start of 2025 and there were 129 leavers since the end of Dec 2024. Therefore there are 291 students that are different at the end of 2024/2025 snapshots - 56%!

To gain more meaningful data, we need to analyse further to compare “apples with apples”





The Main Highlights

In 2025 we are continuing to see the impact of ***sustained time*** at school for both students & staff, and the impact of professional learning

- The results of our literacy data shows that the investment of time, \$\$ and personnel has been totally worth it. Continuing this going forward will continue to show progress as teachers become more confident in a 'new' pedagogical approach to teaching literacy in both reading and writing.
- With new mandates from the government, we are in a really fortunate position to adopt ministry directives.
- We believe that we can really 'trust' this data because our teachers are more confident with the scope and sequence and the assessments that go alongside it.

Other Key Points

- We continue to see an increased % of learners with medium/high needs. At the end of 2024 we had 267 (51%) of our students on our learning support register
- We also have a high % of students where English is a 2nd language (60%)

Plans for 2026 include:

- Additional kaiārahi role to support some of our Māori learners
- Sustained campaign at trying to lift attendance
- PLD
 - Continued focus on understanding and implementing new curriculum
 - Sustaining PLD on writing, and then looking at new maths curriculum
 - Focus on implementing new assessment requirements, including SMART tool.
 - Continued info to parents to explain the changes
 - Update Learning support register and target groups
 - Micro analysis of student support groups and tracking progress
 - Sustained campaign at trying to lift attendance, including introduction of attendance management plan
 - Ongoing professional development for teachers
- Sustained commitment to budgeting as much as we can in the area of Inclusive Learning.

Statement of How we have given effect to Te Tiriti o Waitangi

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Ao Mārama School's commitment to the principles of the Treaty of Waitangi is reflected through the following:

- **Partnership and Consultation**: We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community and access cultural advice as appropriate.
- **Protection**: We respect each person's culture and their right to follow their cultural direction. We promote the value of Te Reo and tikanga Māori.
- **Participation**: We promote Māori achievement and equal opportunities for all members of the school community, including our staff, and our students who need extra support at school. These principles guide our practice and are incorporated into our policies and procedures.

In recognising the unique position of the Māori culture, we provide instruction in tikanga (culture) and Te Reo Māori (language) for students. We foster Māori culture through:

- Teaching Te Reo Māori to an elementary level (Note: We are Level 4b Māori language funded)
- Bilingual class established in 2025 (Level 2 51-80%) and x2 classes in 2026
- Using resources in the curriculum which recognise New Zealand's dual cultural heritage
- Integrating tikanga Māori through all curriculum areas where appropriate^[1]_[SEP]
- Cultural group^[1]_[SEP]
- Employment of specialist teachers and Kaiārahi i te reo Māori
- Visits to Hukanui Marae