



**PAKŪRANGA
COLLEGE**

PAKŪRANGA COLLEGE

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	80
Principal:	Billy Merchant
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Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Nicola Troughear	Presiding Member	Elected Sep 2025	Sep 2028
Billy Merchant	Principal ex Officio	-	-
Jason Fletcher	Parent Representative	Elected Sep 2025	Sep 2028
Kefu Aminiasi	Parent Representative	Co-opted Nov 2022	Sep 2025
Philip Schmidt	Parent Representative	Elected Sep 2022	Sep 2025
Jacqui Maclean	Parent Representative	Elected Sep 2025	Sep 2028
Amanda Muir	Parent Representative	Elected Sep 2025	Sep 2028
Michael Turnisky	Parent Representative	Elected Sep 2022	Sep 2025
Kelly Bigwood	Parent Representative	Co-opted Sep 2024	Sep 2025
Matt Robertson	Parent Representative	Elected Sep 2025	Sep 2028
Richard McIntosh	Parent Representative	Elected Sep 2025	Sep 2028
Brian Payne	Staff Representative	Elected Sep 2022	Sep 2025
Sandy Collier	Staff Representative	Elected Sep 2025	Sep 2028
Abby Plom	Student Representative	Elected Sep 2024	Sep 2025
Pavani Chawla	Student Representative	Elected Sep 2025	Sep 2026

PAKŪRANGA COLLEGE

Consolidated Annual Financial Statements - For the year ended 31 December 2025

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Section 1

Statement of Variance 2025

Vision

To empower young people to be the best they can be.

Mission

Pakuranga College will nurture a sense of identity and belonging in an innovative, inclusive learning community. We will challenge and support ākonga to excel and develop the skills, attitudes, and values they need to succeed now and in the future.

Values

INCLUSIVITY: Kotahitanga

We are a community that celebrates diversity and individuality, where being yourself is encouraged and respected. We are dedicated to fostering an environment in which all members of our learning community can feel a sense of belonging. Our differences are our strengths.

INTEGRITY: Ngākau Pono

We hold true to our beliefs and have the courage to do the right thing at the right time. We expect transparency at all levels. Being honest and building trust is at the heart of what we do.

CARE: Manaakitanga

We build positive relationships that reflect our empathy, respect and care for ourselves, others, and the environment. We are always mindful of the well-being of each individual. Our learning community celebrates the joy of learning and personal discovery.

INNOVATION: Auahatanga

We are creative and have the courage to solve problems in new ways. We believe that curiosity, when combined with critical thinking, inspires innovation. Our future-focused community actively seeks new learning to meet tomorrow's challenges.

PARTNERSHIP: Rangapū

We work better when we work together. We share the responsibility with whanau to grow well-rounded, happy, and resilient young citizens. Open and honest communication is the core of our relationships.

EXCELLENCE: Hiranga

We believe there are lots of ways to excel. We inspire passion and pride in all members of our learning community by providing a wide range of opportunities for them to be the best they can be. Success is the result of purposefully learning from failures and challenges.

Overarching Strategic Goals

Strategic Goal 1					
Raising Achievement - Ākonga are empowered to achieve equitable outcomes, excellence and success.					
Annual Goal/Expected Outcomes					
AFL ... To embed a culture of continuous improvement and student engagement through the effective use of AfL strategies, ensuring all students achieve their full potential.					
CRP ... To establish strong cultural relationships by embedding whakawhanaungatanga and integrating culturally inclusive practices in classrooms and strengthening whānau engagement.					
Literacy & Numeracy ... Teachers use data to effectively target specific literacy and/or numeracy needs within programmes to raise student achievement.					
Action	Who	Resources required	Time frame	How we will measure success	2025 Outcomes
Assessment for Learning (AFL) Develop a shared understanding of the essential components of AfL <ul style="list-style-type: none">● Clarity● Learning focussed relationships● Effective Feedback● Self & Peer assessment● Reflection	HoFs, HoDs, faculty WSLs, teachers	PLD time in faculties (Fridays) Targeted support	By Week 5 Term 1 By Week 8 Term 1	Faculties have completed faculty, course and individual reviews/reflections from 2024. Clear faculty goals for each faculty have been identified from the 2024 achievement data Goals have been collated and common trends and foci have been identified across all faculties.	Clear faculty goals and the PLD plan were established from 2024 achievement data. Faculty goals were collated.

Faculty PLD planning for Term 2 developed with working groups	AfL Working Group WSLs	provided to individuals and groups by the AfL Working group and portfolio DP	By the end of Term 1	AfL essential components have been identified as effective tools to help support the faculty in raising achievement. Inquiry goal(s) identified by all teachers to include an AfL essential component.	A new revised Learning Journey document was completed, rewords, condensed and launched term 1.
Revised Learning journey document	HEW, DAV and Exec	PLD time in faculties	By Week 1 Term 2	AfL faculty foci and PLD plan established for Terms 2 and 3.	Inquiry goals were then collated the 3 AFL curriculum WSL's worked together to help plan out what AFL professional learning could look like for staff. This developed into the WSLs leading professional learning of staff with a focus on AFL.
HoFs, HoDs and curriculum WSLs to co-construct a feedback tool to be used for faculty lesson observations.	HoFs, HoDs, faculty WSLs	Faculty meeting and PLD slots	By Week 3 Term 2	A new revised Learning Journey document launched to all teaching staff. Faculty-specific classroom observation tool/template designed and agreed upon by each faculty.	Faculties devised or tweaked lesson observation tools with aspects of AFL identified within it, this was monitored by DP's.
Teachers continue to be observed and mentored on their inquiries via the faculty-based PLD model	HoFs, HoDs, faculty WSLs, teachers	Faculty PLD slots	Ongoing Term 2 and Term 3	Faculty PLG (4-5 teachers per group) set-up, meeting frequently to support each other in inquiries.	Lesson observations were ongoing throughout the year and part of the inquiry foci.
Lesson observations and gathering of student voice	HoFs, HoDs, faculty WSLs, teachers	Assessment and engagement data to inform teaching and learning strategies.	Ongoing Term 2 and Term 3	Lesson observations (minimum of two) Student voice - gathered, collated and analysed across the faculty.	Six themed workshops focused on AFL were offered across four Friday morning professional learning sessions. Approximately 80 teachers participated in these workshops. Each workshop series followed an introductory and follow-up format, teachers were introduced to new ideas in the first

<p>Celebration and sharing - inquiry 1 (end Term 2)</p>	<p>All teachers</p>	<p>Lesson observations and learning walks.</p>	<p>By Week 9 Term 2</p>	<p>Teachers are using concepts of 'Learning Intention' and 'Success Criteria' in their regular lessons.</p> <p>AfL concepts are clearly visible in the classroom. This will be evident through lesson observations conducted by HoF, HoD, WSL and DP.</p> <p>Students can articulate what they are learning, why they are learning that and what success looks like in their subjects.</p>	<p>session, encouraged to trial them in their classrooms, and then returned to share their experiences and insights in the second session. Student voice was captured by teachers as part of this process and shared within the mini learning groups.</p> <p>Following inquiry cycle 1, all WSL's collaborated to design the foci for the workshop sessions in Inquiry 2.</p>
<p>Celebration and sharing - inquiry 2 (end Term 3)</p>	<p>All teachers</p>		<p>By Week 9 Term 3</p>	<p>All teachers present their first inquiry outcomes to their peers.</p>	<p>Inquiry sharing occurred in two formats. Following Inquiry 1, staff shared their work within faculties. The purpose was to encourage discussion around the different strategic goals relevant to each faculty area. All teachers presented their inquiry practice in small groups.</p>
<p>Faculty reviews and course reflections to inform successes and work ons</p>	<p>HoFs, HoDs, faculty WSLs, teachers</p>	<p>Faculty PLD slots</p>	<p>By Week 8 Term 4</p>	<p>All teachers present their second inquiry outcomes to their peers.</p>	<p>After Inquiry 2, selected staff shared their work school-wide, alongside curriculum WSLs. The purpose of this second sharing was slightly different, to ensure staff were exposed to a range of strategic goals, rather than having everyone present.</p>
<p>Planning for next steps in 2026 for each faculties AfL journey</p>	<p>HoFs, HoDs, faculty WSLs</p>	<p>Faculty PLD slots Assay workshops</p>	<p>By Week 9 Term 4</p>	<p>Student voice reflects increased use of AfL components</p> <p>NCEA achievement data (internals) reflect increases on 2024</p> <p>Literacy and Numeracy data reflect increases on 2024</p> <p>Faculty AfL plan for 2026 completed.</p>	<p>Feedback from both inquiry sessions was positive, with staff indicating that shared insights helped to inform their practice. This process will also help guide the development of inquiry goals for 2026.</p>

					The presentations that were shared from inquiry cycle 2 will form part of the introduction to inquiry 1 2026.
Action	Who	Resources required	Time frame	How we will measure success	2025 Outcomes
<p>Culturally Responsive Pedagogies This is separated into two aspects (Cultural Relationships and Culturally Responsive Pedagogies) for development over 2 - 3 years:</p> <p>Define and develop a shared understanding of elements of Cultural Relationships</p> <ul style="list-style-type: none"> ● Whanaungatanga (building strong relationships) ● Mana ōrite (equity in relationships) ● Kaupapa (shared purpose and collective good) ● Whakapapa (acknowledging identity and connections) ● Ako (reciprocal learning) ● Mahi tahi and Kotahitanga (collaboration and unity) ● Respect for student wellbeing (Mauri Ora - holistic wellbeing) 	<p>HOFs/Teachers</p> <p>BTN/HEW/DAV/HOFs</p> <p>HOFs/WSLs</p> <p>BTN/WSL team</p>	<p>2024 Data and goals. Faculty review. Faculty PLD time.</p> <p>Growth cycle document includes element of reflection on cultural relationships Lesson observations</p>	<p>T1 2025</p> <p>Beginning T2 2025</p> <p>T2-3 2025</p> <p>T 1-2 2025</p>	<p>Faculty goals show recognition of the importance of aspects of cultural relationships. This may be incorporated into the work on mātauranga Māori begun in 2024.</p> <p>Individual growth cycles include reflection on development of strong cultural relationships and indication of next steps.</p> <p>Teacher observations and student voice indicate recognition of the importance of strong cultural relationships in practice.</p> <p>Baseline resource provided for faculties to further explore and refine to ensure</p>	<p>Relationships: The focus on developing strong cultural relationships within the school (kaiako/ākonga, kaiako/whānau) was advanced, aligning with the work on respectful relationships through the Pakuranga Way.</p> <p>Shared Understanding (relationships): The working group incorporated the definition and unpacking of Cultural Relationships elements (Whanaungatanga, Mana ōrite, Kaupapa, Whakapapa, Ako, Mahi tahi and Kotahitanga, and Mauri Ora) into a Friday PLG workshop in early Term 2. A second workshop enabled participating staff to reflect on the changes they had made in their classroom practice and how this had impacted their relationships with culturally diverse students in their classes.</p> <p>Individual Reflection: The Growth Cycle document was updated to include an element of reflection on cultural relationships, specifically in section 1,</p>

<p>WSL working group works to unpack above elements in context for faculties.</p>	<p>BTN/WSL team/HOFs/Mana Māori</p>	<p>Working group focus</p>	<p>Throughout 2025</p>	<p>alignment with their own unique needs and priorities.</p>	<p>"commitment to tangata whenuatanga and Te Tiriti o Waitangi.</p>
<p>Focus on developing Cultural Relationships within the school (kaiako/ākonga, kaiako/whānau), to align with work on respectful relationships through Pakuranga Way.</p>	<p>HOFs/teachers</p>	<p>Staff PL; Friday sessions - whole staff workshops - and in Faculties</p>	<p>From T2 2025</p>	<p>Faculties further develop understanding of aspects of cultural relationships and teachers integrate these into daily practice. Contact between kaiako and whānau reflects understanding of this kaupapa.</p>	<p>Pedagogies: Efforts continued to develop curriculum and personal links with culture for both kaiako and ākonga, with a particular focus on the pedagogical elements of CRP.</p>
<p>Continue work begun in Faculties in 2024, developing curriculum and personal links with culture for both kaiako and ākonga</p>	<p>HOFs/HODs</p>	<p>Faculty time and Teacher Inquiry</p>	<p>T4 2025</p>	<p>Evidence of teachers acknowledging and implementing aspects of cultural relationships in inquiry and curriculum goals is seen in individual growth journeys and lesson observations</p>	
<p>Define and develop a shared understanding of elements of Culturally Responsive Pedagogies:</p> <ul style="list-style-type: none"> ● Power is shared (student agency and voice) ● Culture counts (recognising and valuing cultural knowledge) 	<p>BTN/WSL team/HEW/Mana Māori</p>	<p>Faculty review</p>	<p>T3 2025</p>	<p>Faculty reviews of 2025 identify growth in elements of strengthening cultural relationships via implementation, improvement in classroom relationships (observations), student engagement and achievement.</p>	<p>Whanaungatanga Focus: Term 3 workshops, led by the CRP team, focused on further developing strengths in culturally responsive pedagogies with a strong emphasis on relationship/whanaungatanga. These sessions included student voice and research from the COMPASS project and an opportunity in the second workshop to reflect on the pedagogies implemented.</p>
	<p>BTN/EXEC</p>	<p>Working group time</p>	<p>Beginning T4</p>	<p>Learning from Teaching to the North East, Tātaiako, Tapasā is aligned with the Pakuranga Effective Teacher profile. Pakuranga Effective Teacher profile is refined to ensure aspects of Culturally Responsive Pedagogies are clearly represented.</p>	
	<p>BTN/WSL team</p>		<p>T4 week 4 2025</p>	<p>Share Work on Culturally Responsive Pedagogies with Executive team. Gather</p>	<p>Shared Understanding (pedagogies): The working group developed a shared understanding of CRP elements (Power sharing, Culture counts, Interactive learning, Connectedness, Common vision, Responsiveness, Critical</p>

<p>Faculty-focused PLD planning for Term 2 developed with working groups.</p> <p>HoF's, HoD's and curriculum WSL's to implement and embed use of TEXAS paragraph framework and instructional verbs posters.</p> <p>Teachers continue to be observed and mentored on their inquiries via the faculty-based PLD model</p> <p>Lesson observations and gathering of student voice</p> <p>Identify changes needed within numeracy to support student achievement</p> <ul style="list-style-type: none"> changes to the junior programme established in preparation for 2026 	<p>Lit/Num working group</p> <p>HoF's, HOD's, faculty WSL's</p> <p>HoF's, HOD's, faculty WSL's, teachers</p> <p>HoF's, HOD's, faculty WSL's, teachers</p> <p>JOH/Maths faculty</p>	<p>Faculty PLD slots</p> <p>Faculty PLD slots Assessment and engagement data to inform teaching and learning strategies</p> <p>Lesson observations and learning walks</p> <p>Numeracy booklet</p>	<p>By the end of Term 1</p> <p>By Week 3 Term 2</p> <p>Ongoing Term 2 and 3</p> <p>Ongoing Term 2 and 3</p> <p>Ongoing</p> <p>End of Term 4</p>	<p>Lit/num faculty foci and PLD plan established for Terms 2 and 3</p> <p>Consistent use of TEXAS framework Student voice acknowledging TEXAS framework</p> <p>Faculty PLG (4-5 teachers per group) set-up, meeting frequently to support each other in inquiries.</p> <p>Lesson observations (minimum of two) Student voice - gathered, collated and analysed across the faculty. Literacy strategies of TEXAS paragraph writing framework and instructional verb posters are clearly visible in classrooms Students understand subject-specific vocabulary and can use it within their writing</p> <p>2 year programme of learning created for junior maths students to support numeracy and CAA preparation</p> <p>Analysis of results to see the impact of the booklet of numeracy - 'readiness' for implementation more widely within faculty</p>	<p>Literacy and numeracy support to faculties through the PLD model. A literacy handbook to support literacy within faculties will be implemented in 2026.</p> <p>Faculties aligning their goals to strategic plan - TEXAS implemented across faculties and lead by WSL's</p> <p>Lesson observations not explicit through literacy and numeracy group but as part of inquiries that were linked to literacy and numeracy.</p> <p>Student voice was gathered around absence from first round of literacy and numeracy - main themes being around not knowing about CAA times. Changes implemented for the second round - some improvement in attendance but more follow up needed in 2026 around reducing this number.</p> <p>The 2 year programme has begun with Year 9 this year which will build into the Year 10 programme in 2026.</p> <p>Of those students deemed ready for the numeracy CAA: In Year 9 72% achieved</p>
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<ul style="list-style-type: none"> ● Structural changes within courses - use of numeracy book trialled (11MTN) ● Numeracy support through Whānau Teachers - weekly fun math-based activity 				<p>Collaboration of ideas through Whānau groups - discussions from students with maths teachers</p>	<p>their numeracy qualification and 52% of Year 10's.</p> <p>11MTN book has been successful with 62% of the students gaining their numeracy.</p> <p>The whānau collaboration hasn't happened this year, the literacy and numeracy group are looking at ways this can be integrated in 2026.</p>
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<p>Strategic Goal 2</p> <p>Lifting Standards - School-wide systems promote learning, engagement, regular attendance and wellbeing. Relationships are respectful and are restored when strained. The culture of the school is visible and celebrated.</p>					
<p>Annual Goal/Expected Outcomes</p> <p>Pakuranga Way ... Refresh and embed the Pakuranga Way and its purpose as values in action. Strengthen our school culture, systems, and processes through increased support for student engagement and achievement and a shared understanding of the explicit teaching of interpersonal skills.</p> <p>Restorative Practices ... Launch Restorative Practices as a new initiative to better equip staff to understand and deal with issues in a Restorative manner, rather than a punitive one to reduce the number of pastoral incidents that occur.</p>					
Action	Who	Resources required	Time frame	How we will measure success	2025 Outcomes
<p>All staff will be engaged in professional learning to develop a shared understanding of the Pakuranga Way and its concepts</p>	<p>ALL</p>	<p>Professional Learning time; Pakuranga Way Team;</p>	<p>Terms One and Three</p>	<p>Staff can articulate the Pakuranga Way and describe its purpose as values in action. Students are engaged in the explicit teaching of</p>	<p>Across the year, staff engaged in a series of PL sessions focused on embedding the Pakuranga Way. In Term 1, two sessions were completed: <i>"The Pakuranga Way: It's who we are"</i> and <i>"Being Explicit about Behaviour"</i>. These established a</p>

		Behavioural Psychologist		interpersonal skills throughout the college	shared understanding of the Pakūranga Way. In Term 3, two workshops and a whole-staff session built on this work. The workshops supported staff inquiries into how the Pakūranga Way could be embedded into classroom routines and practices, while the session led by Leane Carlson explored the role of teachers as consistent, predictable adults, and using the Pakūranga Way in our classrooms as restorative environments. In Term 4, selected staff shared their inquiries in the whole-staff inquiry sharing session.
Embed the Pakuranga Way language in systems and processes, including within-school and community-facing events and documents	Pakuranga Way Team	School documents - design & publication	Throughout 2025	Documents and processes are updated to incorporate language and concepts	Throughout the year, the student induction booklet, parent information booklet, group conference documents, Year 13 expectations contract, and daily report card, were updated to incorporate the Pakūranga Way language and concepts. Student leadership documents for the 2026 cohort were also refreshed. Two meetings were held with the PB4L MOE facilitator to share 2025 initiatives and plan our mahi for 2026.
Update the Whānau Group programme: for improvement (using feedback gathered in 2024) and for sustainability (develop an ongoing model for planning and delivery)	Pakuranga Way Team Whānau Leaders Whānau Teachers	Planning time; student and staff training	Throughout 2025	The programme will be updated throughout 2025 and will be delivered in whānau groups. The 2026 programme is ready for delivery with a sustainable model incorporated into its planning.	Term 2 content was updated based on staff and student feedback from the end of 2024, while Term 3 introduced a trial of fewer, five-tiered activities (tuakana-teina model), which was well received. Following this, Term 4 material was developed to reflect feedback and insights from

<p>Continue the development of the student leadership programme; to provide leadership training and experiences for a wide range of ākongā</p>	<p>DP Pakuranga Way TIC Leadership Whānau Leaders</p>	<p>Planning and delivery time; resourcing and materials required to be determined as the programme is developed</p>	<p>By the end of 2025</p>	<p>A wide range of students are engaged in leadership roles and opportunities, both within school and externally (including in the council and whānau systems)</p> <p>A wide range of students are engaged in leadership training and development workshops, both within school and externally (including in the council and whānau systems)</p> <p>The 2026 leadership programme is planned and ready for delivery, refinement and improvement in 2026</p> <p>Incoming ākongā, from local intermediate schools, have engaged in leadership workshops with Pakuranga College students and have been exposed to leadership opportunities at the College before their arrival</p>	<p>the Term 3 trial. WSL leadership in this area has continued to strengthen throughout the year.</p> <p>There continue to be expansive opportunities for student leadership, with significant numbers of students involved in roles across all year levels through the whānau, co-curricular, and council structures. This year, all council and whānau leaders participated in three full days of leadership training, and all peer support leaders engaged in termly training on the first Friday morning of each term. The TIC of Student Leadership organised external workshops and hosted internal presenters – building on the leadership development in the senior school in particular. The planned leadership workshop with Farm Cove Intermediate did not go ahead due to calendar pressures and staffing changes at the intermediate, this remains a priority to reinstate next year. Looking ahead, there is also a need to refine and clearly document the council and whānau appointment processes – this year a lack of documented processes has caused some confusion for new staff.</p>
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<p>Develop a structured academic mentoring programme</p>	<p>DP Pakuranga Way Pastoral WSLs Whānau Leaders</p>	<p>Training for staff; mentoring resources; time and remuneration for WSLs; student achievement and engagement data.</p>	<p>By the end of 2025</p>	<p>Students who are identified for mentoring show improved results in engagement and NCEA data</p> <p>Mentoring staff have been trained in effective mentoring strategies and have developed a programme for refinement and improvement in 2026</p>	<p>The WSL team began the year with a day of training led by Ngaire Hoben. This built on the work we had done together at the end of 2024, to develop our shared purpose and strategies for mentoring (distinct from tutoring). Throughout the year, the team met regularly to share resources, discuss strategies, and problem-solve student targets collectively. Termly meetings were also held with the HOF SSF and the DP to review progress and practice and plan for the next term. The team have started collating shared resources, and this will continue to be a focus for development next year. Another key goal for 2026 is to create a clearly documented set of processes outlining who mentors whom and how referrals should flow across the pastoral system.</p>
<p>Review and refine Group Conferences to improve student outcomes</p>	<p>DP Pakuranga Way DP Reporting HOF Student Services Whānau Leaders</p>	<p>Planning and delivery time; student achievement and engagement data; training for Whānau Teachers</p>	<p>Terms One and Three</p>	<p>An increase in student participation in Group Conferences in 2025 (both in attendance data and in active engagement in the conference)</p> <p>Group conference data is used to inform further processes for student engagement and support</p>	<p>Group Conference documents were refined and refreshed and are now stored centrally in SchoolPoint for students, teachers, and caregivers. This also means students build on their mahi and goals from previous years. Positive feedback from staff on the updates to the documents. However, attendance at these conferences and engagement in the reflection process continues to be of significant concern & is a work on for 2026 - Whānau Leaders have compiled feedback and evidence from this year's process for this to use next year.</p>

Use data from screening tools to implement specific support programmes	HOD Guidance HOF Student Services DP Pakuranga Way	Screening data; external support providers	Throughout 2025	GoodSpace screening is completed in Term One, and students are identified for support programmes A range of support programmes will be delivered throughout 2025 Students identified for support show improved results in engagement and or/achievement data	This is a highlight of the year. The GoodSpace screen is embedded in Whare Waiora practices and a large number of groups and programmes are established and running regularly to support students (see Support Groups and Programmes).
Action	Who	Resources required	Time frame	How we will measure success	2025 Outcomes
Restorative Practices An information-gathering meeting between the Restorative practices facilitator from Waikato University and SLT.	Leane Carlson and SLT	SLT availability	24th February 2025 at 10am	Leane is here to ascertain where we are as a College and will be able to advise next steps in launching Restorative Practices in Pakuranga College.	Leane met with SLT to outline her role and thoughts on the steps to follow to roll out restorative practices across the school. Will involve all staff - teaching and non-teaching. First step to survey staff and students. WSLs in charge of Restorative Practices and TYL attended a 'Restorative Practices Mini-Conference' facilitated by Leane Carlson.
WSLs meet to devise data-gathering on staff understanding of Restorative Practices	WSLs/ DP in charge	Survey	Term 1/Week 8	Survey ready to go out to staff to gauge their understanding and implementation of Restorative Practices	Staff and student survey completed by 21 March. This was a survey that was designed by Leane and her team, not the WSLs. 68 teaching staff completed the survey plus 53 staff with leadership responsibility within the College. This was a total

Feedback analysed to identify any themes/trends	WSLs/DP in charge	Release time to be used	End of term 1	Most staff have completed the survey and provided useful feedback	of 121 staff. 189 students also completed the survey. This feedback was used to identify the gaps and design the programme for our TOD. Leane met with SLT to feedback on the results
Map out what the year will look like with the implementation of Restorative Practices	Leane Carlson/WSLs/DP in charge	Scheduled time	Before the end of term 1	Have a draft implementation plan for 2025 in place.	Priority was designing a programme for our TOD on 30 May, that addressed the need of staff (based on the survey results). In addition to this, Leane was told that we wanted Restorative Practices treated as a 'new' initiative in the College. There was no formal implementation plan worked out for 2025.
All staff work on improving their knowledge/understanding of Restorative Practices. There needs to be a clear messaging of why we need to learn about Restorative Practices.	All staff Facilitated by Leane Carlson and/or WSLs	Scheduled times for WSLs/KMY/Leane Carlson to meet	In advance of 30th May (Teacher Only Day)	The programme will be delivered on our teacher-only day (30th May) TBC. The exact programme/schedule for the day will be confirmed closer to the date. Staff will have a better understanding of the place of Restorative Practices in school, and how it supports all teachers in their practice.	Leane met with KMY and TYL to outline what the TOD programme would look like. Successful day focussing on Restorative Practices facilitated by Leane Carlson and Fiana on 30 May. 210 staff in attendance. The day was broken up into 3 sessions. Session 1 and 3 all staff together. Session 2, staff were divided into 2 groups. Groups were determined by whanau. This required all support staff being allocated to a whanau for the day. Allocating the entire day to Restorative Practices, is an indication of the priority given to the initiative to lifting standards.
WSLs to lead ongoing PLD with staff as per Friday morning PLD schedule	All Staff	PLD time on Friday mornings	After TOD on 30 May -	Staff become more confident with having Restorative conversations.	Since the TOD, there were some staff who selected restorative Practices as their Inquiry in semester 2. In order to support these staff, Leane came in and facilitated 2 Friday morning professional learning sessions. This was well-received by the staff concerned.

					<p>In addition to the above, WSIs from Restorative and PAKWAY teams, delivered 2 sessions to all staff during Friday morning professional learning sessions (1 session in term 3 and 1 session in term 4).</p> <p>In addition to the above, all Whanau Leaders/Assistant Whanau Leaders, 4 HOFs and 4 Guidance Counsellors attended a Restorative Practices Mini-Conference, facilitated by Leane Carlson in term 4.</p>
Collect feedback from all teachers to help plan the 2026 Restorative Practices programme	WSLs/DP in charge	Allocated time	Term 4	Feedback is analysed to identify gaps where staff need support.	

Strategic Goal 3

Giving effect to Te Tiriti o Waitangi - Te ao Māori, tikanga Māori, te reo Māori and mātauranga Māori are effectively and authentically interwoven through our curriculum, learning environments and wider college practices. All teachers develop a deeper understanding of Mana ōrite mō te mātauranga Māori, incorporating a Māori worldview within teaching and learning programmes. To continue to build trusting and sustained partnerships with Māori and mana whenua.

Annual Goal/Expected Outcomes

Te Ao Māori

Relationship Building... To continue to build relationships with iwi, whānau, and taura through purposeful strategies and events.

Culturally Responsive Pedagogies... To establish strong cultural relationships by embedding whakawhanaungatanga and integrating culturally inclusive practices in classrooms and strengthening whānau engagement.

Professional Development... To embed a culture of continuous staff engagement, development and reflection through whole school and individual professional learning.

Actions	Who	Resources required	Time frame	How we will measure success	2025 Outcomes
<p>1: Relationship Building</p> <p>Kōrero and Kai evenings for whānau - purpose whakawhanaungatanga.</p> <p>Wānanga targeted whānau evenings to support parents with school information and supporting their son/daughter, eg; navigating NCEA, understanding qualifications, pathways, welcome to secondary school and more needs based events.</p> <p>Building connections with Ngāi Tai ki Tāmaki through invitations to school events, visiting Umupuia Marae.</p>	<p>JER/Mana Māori/HEW</p>	<p>Whānau evenings - resourcing</p> <p>Restorative PLD, Pakuranga Way PLD</p> <p>Iwi relationship building - time (ongoing)</p>	<p>Throughout 2025</p> <p>Evaluate end of 2025</p>	<p>Regular engagement with whānau through school events and attendance numbers/seeking feedback on events.</p> <p>Whānau feedback on school events</p> <p>Student and whānau voice</p> <p>Authentic relationship/partnership with iwi - meetings, conversations, events.</p> <p>Increasing participation in kapa haka</p>	<p>Kōrero and Kai evenings have been run in terms 1, and 2 as well as Wānanga evenings each term. An ongoing challenge is to increase whānau attendance at these events, despite broad communication through many avenues. Wānanga evenings held for parents including a combined evening with Pasifika whānau including a 'Wellbeing Wānanga' was held in term 3 facilitated by Tu Tūturu with students and whānau. This was a positive event and has led to engaging with Tu Tūturu for more support with resourcing in our kura.</p> <p>JER has strengthened our relationship with Ngāi Tai Ki Tāmaki throughout 2025, with several key outcomes:</p> <ul style="list-style-type: none"> ● Following discussion with Zaelene, a tohutō has been added to Pakūranga. ● Ngāi Tai Ki Tāmaki attended the Māori Success Night and Year 12 & 13 Prizegiving. ● The iwi is now making the piupiu for our kapa haka.

				<p>Student data: engagement, attendance, pastoral.</p>	<p>Participation in kapa haka was strong at the beginning of the year but has waned as the year progressed to a smaller group who performed at Kahui Ako and Te Ahurea Tino Rangatiratanga. Student feedback has been gathered to inform next steps.</p> <p>JER is working with our Kaiārahi Māori, Elise, to identify and put interventions in place for our Māori taura. 37 Māori taura met formally with Elise during term 3 + 4, some students for one session, and others for multiple. Some whānau have engaged and have been supportive. There is a concern of lack of whānau engagement in some cases. Student feedback is positive about the support received. Two of the most frequent student responses about Elise included: 'given me helpful advice and a place to speak freely' and 'given me someone at the school that I can trust.'</p> <p>Attendance data: Attendance statistics for our Māori taura have shown improvement in 2025 from 2024. This is based on the Everyday Matters coding. The data below shows regular attendance remains the same. More students had irregular attendance but Moderate attendance had decreased. Regular (more than 90%) 37% = same Irrregular (80 - 90%) 39% = +8%</p>
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					<p>Moderate (70% - 80%) 10% = - 8%</p> <p>Chronic (less than 70%) 14% = -2%</p>
<p>2: Culturally Responsive Pedagogies</p>	<p>BTN/WSL team/HoFs</p>	<p>Staff PL; Friday sessions, speaker/s, Mana Māori leading workshops</p> <p>Foci in Faculties; HoF, WSL</p>	<p>Throughout 2025</p>	<p>Faculty meetings/Faculty Review goals show evidence of PD on mātauranga Māori incorporating a Māori worldview</p> <p>Faculty time is utilised to support the understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within their teaching and learning programmes.</p> <p>Success and progress of this understanding is evidenced in Faculty Review documents</p> <p>Learning journey documents show evidence of development and reflection.</p>	<p>Evidence of this is in Faculty goals and review and Professional Learning in faculties. Mana Māori support this as outlined in section 3.</p> <p>See Strategic Goal 1: Culturally Responsive Pedagogies.</p>
<p>3: Professional Development Ako Ngaiotanga</p> <p>Faculties are engaged with PLD to develop an understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within their teaching and learning programmes</p> <p>Gathering staff voice on need and on the PLD offered. Faculty survey/voice on staff needs.</p>	<p>JER/Mana Māori/HEW</p>	<p>Staff PL; Friday sessions, speaker/s, Mana Māori</p> <p>Foci in Faculties; HoF, WSL</p>	<p>Throughout 2025</p> <p>Term 1</p>	<p>Faculty meetings/Faculty Review goals show evidence of PL on mātauranga Māori incorporating a Māori worldview</p> <p>Staff feedback on PLD and support offered to faculties.</p> <p>Faculty time is utilised to support the understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within their teaching and learning programmes.</p>	<p>Les Hoerara: lead a whole staff wānanga focussing on Mana. A follow up survey informed Mana Māori about the value of this and created discussion and reflection for teachers.</p> <p>Pūrea Nei: staff learnt a new waiata that is now sung each week at briefing. Added to our repertoire for pōwhiri.</p> <p>In Faculty PL run by mana Māori in consultation with HoF's and Faculty goals to be bespoke to faculty needs.</p>

<p>All staff are engaged with PLD on Demonstrating commitment to Te Tiriti o Waitangi partnership in Aotearoa NZ</p>			<p>Throughout 2025</p>	<p>Success and progress of this understanding is evidenced in Faculty Review documents</p> <p>Learning journey documents show evidence of development and reflection.</p>	<p>Surveyed staff and created workshops to support PGC foci for teachers: haka, Te Tiriti O Waitangi for new teachers to NZ, beginner (pronunciation) and more advanced Te Reo Māori for the classroom. Staff have had regular PL opportunities to engage in and reflect on these in their PGC's.</p>
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2025 Student Achievement Targets



DID WE MEET OUR TARGETS?

2025 STUDENT ACHIEVEMENT TARGETS

- NCEA Level 2 - 85% of all Year 12 students gain NCEA Level 2
We failed to meet the target, NCEA Level 2 - 84.7%
- NCEA Level 3 - 85% of all Year 13 students gain NCEA Level 3
We failed to meet the target, NCEA Level 3 - 79.9%
- NCEA Endorsements - combined Merit & Excellent at Level 2, and Level 3 are at least 50%
We failed to meet the target, Level 2 - 43.4% and Level 3 - 40.7%.
- UE - 65% of all Year 13 students gain UE
We failed to meet the target, 61.2%.
- Māori & Pasifika achievement is as high as, or higher than, the school-wide averages
**We failed to meet the target, Māori Level 2 gap (+12.0%), Māori Level 3 gap (+22.8%)
We failed to meet the target, Pasifika Level 2 gap (5.2%), Pasifika Level 3 gap (+12.6%)**
- Literacy - to achieve as high, or higher levels of literacy as schools in the same Equity Index Group
**We achieved the target, Level 2 (-0.2%)
We achieved the target, Level 3 (-0.1%)**
- Attendance - students regularly attend for 70% or higher of the school year
We failed to meet the target, 60.1%.
- Co-curricular - participation rate exceeds 75%
We failed to meet the target, 59.4%.

PAKŪRANGA COLLEGE

Annual Targets NCEA and Co-curricular Participation

2025 Detailed Data Analysis

NOTES ON NCEA DATA ANALYSIS

This analysis has been completed using the 13th February 2025 NZQA data file. The finalised data will vary a little from that quoted here. However, these variations will not substantively change the trends and conclusions drawn.

When we analyse the NCEA results, it is important to view the data through as many lenses as possible, because the Achievement Targets have been set as indicators of broader goals.

The school's overarching student achievement goals include:

- a) Improving academic results at all levels.
- b) Improving the academic results for Māori and Pasifika students at all levels so that they are as high or higher than school-wide averages.

We also need to look at the endorsement rates as well as the pass rates (Endorsement - these statistics are based on a percentage of the students who achieved NCEA at the level). Analysis by gender also provides useful insight.

We have a school-wide focus on Māori and Pasifika Achievement, so we need to consider the Achievement of Māori and Pasifika students across all data sets.

The default data set is New Zealand Domestic students only and excludes short enrolments.

2025 Student Achievement Targets

- NCEA Level 2 - 85% of all Year 12 students gain NCEA Level 2
- NCEA Level 3 - 85% of all Year 13 students gain NCEA Level 3
- NCEA Endorsements - combined Merit & Excellent at Level 2, and Level 3 are at least 50%
- UE - 65% of all Year 13 students gain UE
- Māori & Pasifika achievement is as high as, or higher than, the school-wide averages
- Literacy - to achieve as high, or higher levels of literacy as schools in the same Equity Index Group
- Attendance - students regularly attend for 70% or higher of the school year
- Co-curricular - participation rate exceeds 75%

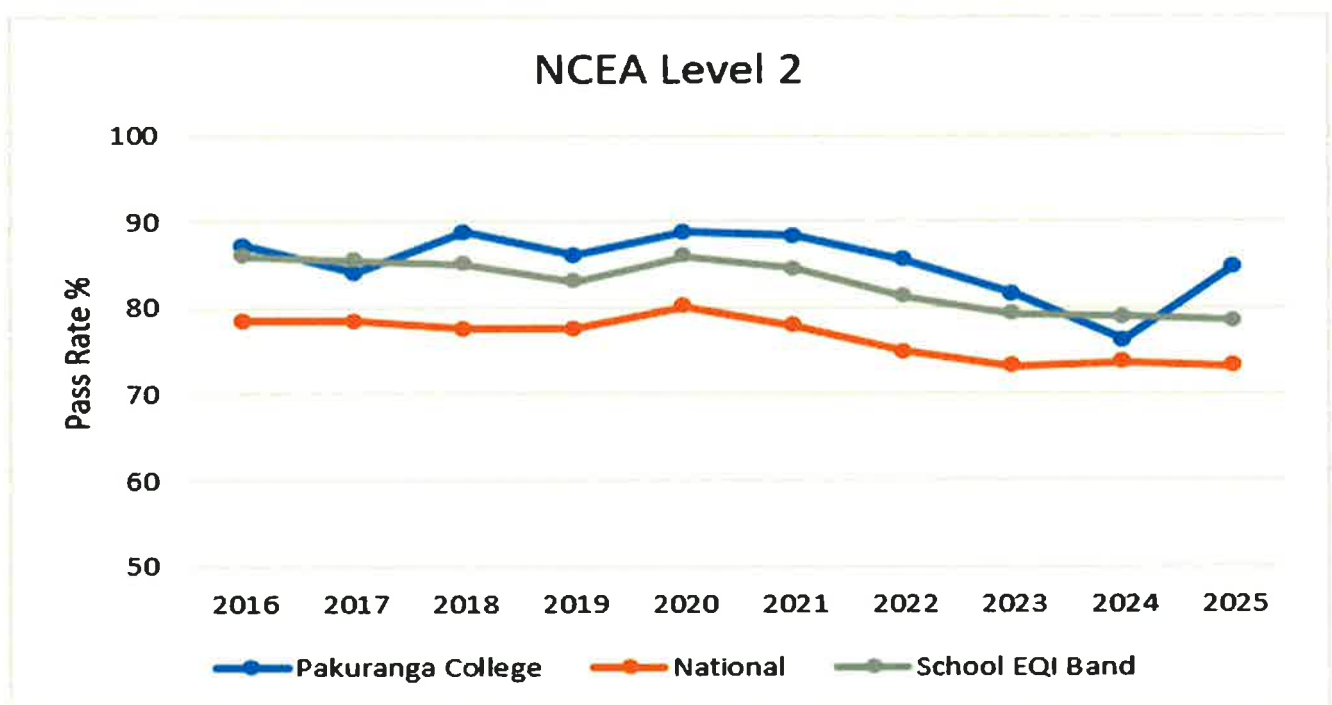
NCEA LEVEL 1 ANALYSIS

Pakūranga College did not offer the Year 11 students a full course of NCEA Level 1 standards in 2025. Not enough credits were offered to students to allow them to gain NCEA Level 1.

NCEA LEVEL 2 ANALYSIS

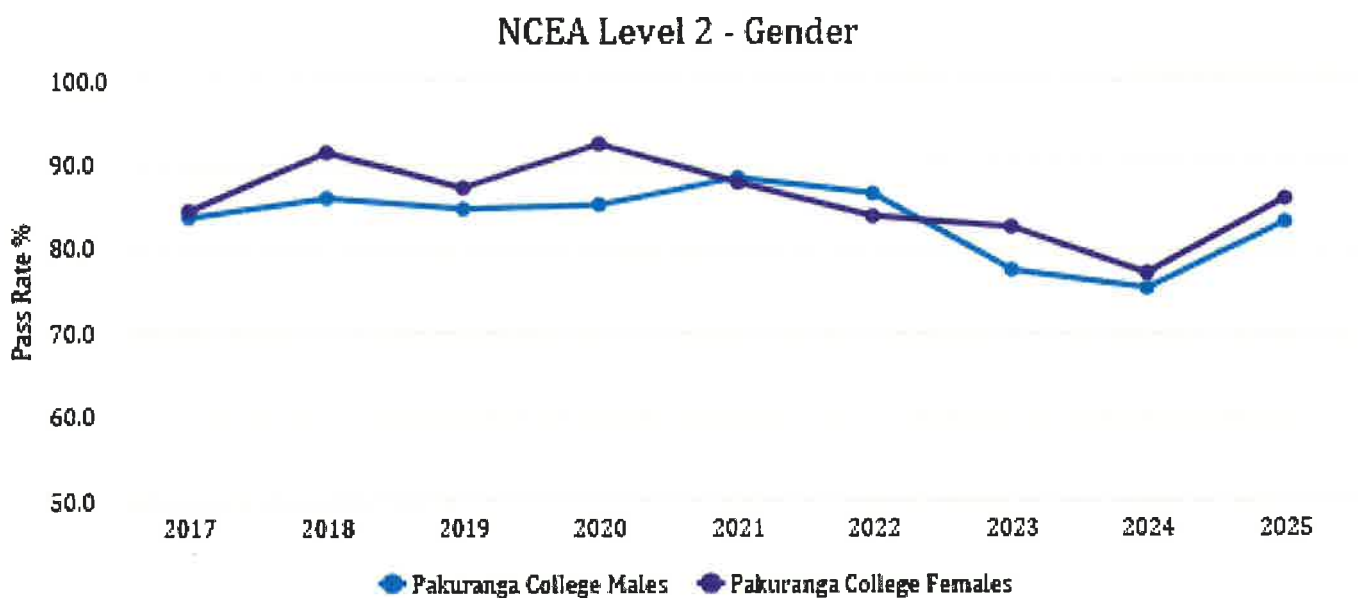
NCEA Year 12 NCEA Level 2

	Pakūranga College	National	School EQI Band
2017	84	78.5	85.5
2018	88.7	77.6	85.1
2019	86.1	77.5	83
2020	88.8	80.1	85.9
2021	88.3	77.9	84.5
2022	85.5	74.9	81.3
2023	81.6	73.2	79.2
2024	76.2	73.6	80
2025	84.7	73.2	78.4

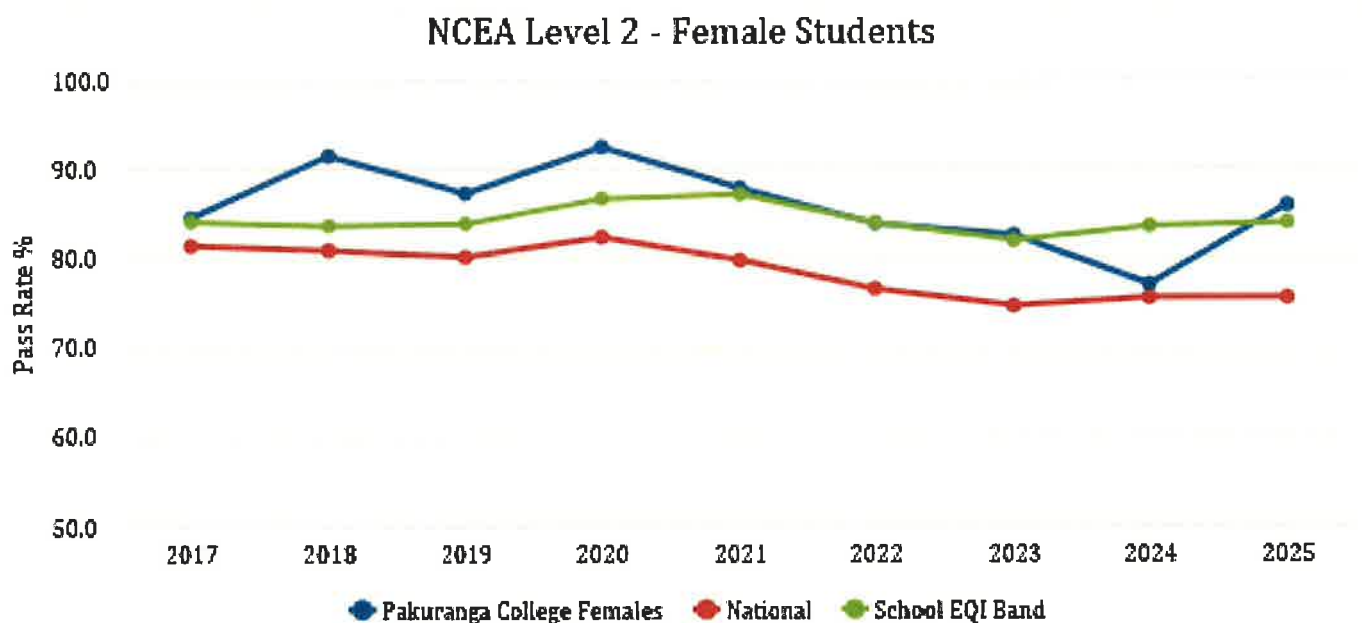


After a four-year downward trend where results fell below those of similar schools, achievement in 2025 has shown a positive upward trajectory from the 2024 low. While trends in both nationally and in similar schools have remained relatively flat over the last two years.

GENDER

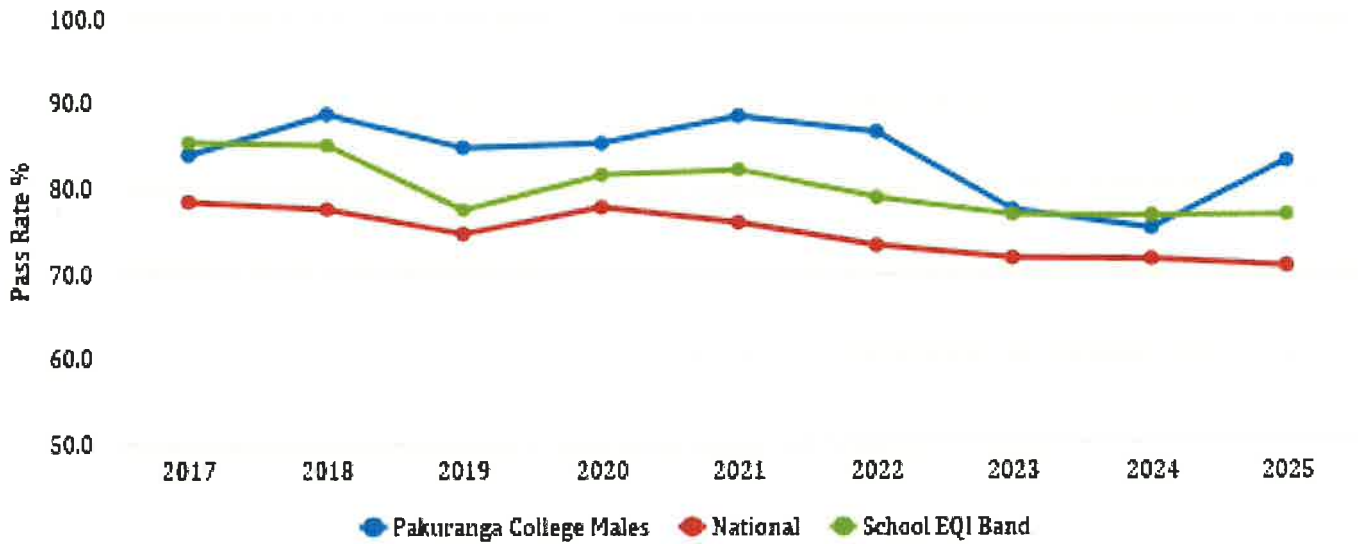


Female achievement has significantly improved from the 2024 low, moving back above the trends of similar schools and increasing the gap nationally.



Males have also seen a positive shift in 2025, with a 7.9 percentage point increase from 2024. Males are no longer sitting below the trends of similar schools and have increased the gap nationally.

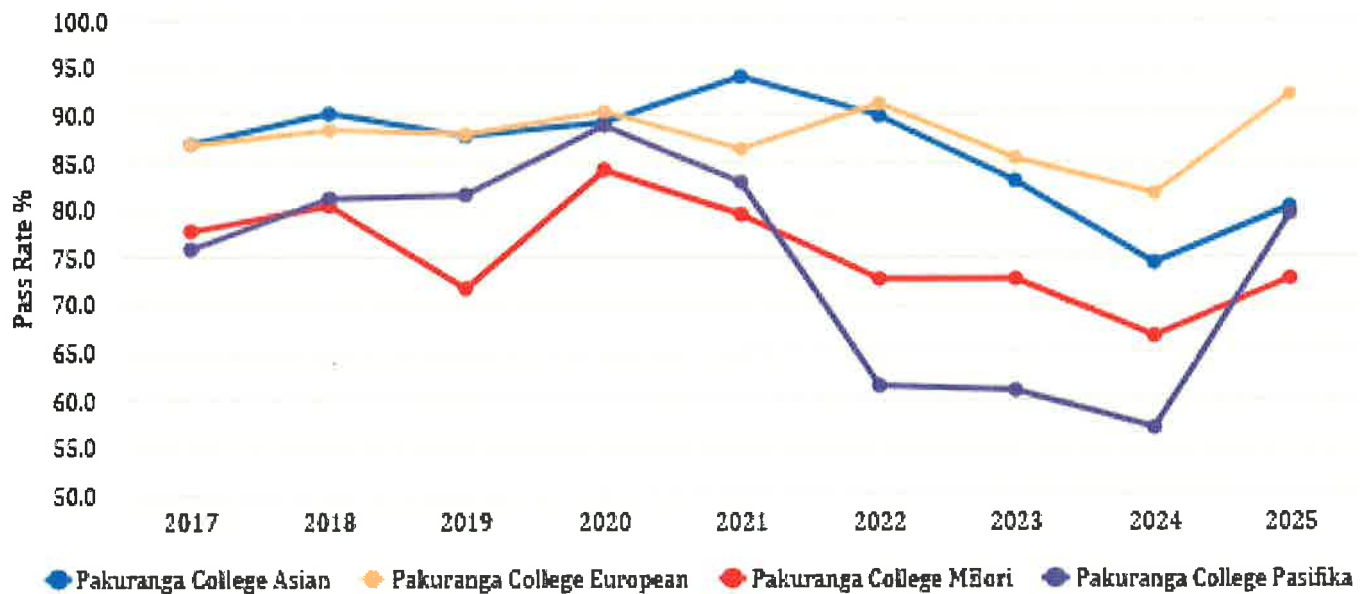
NCEA Level 2 - Male students



Ethnicity

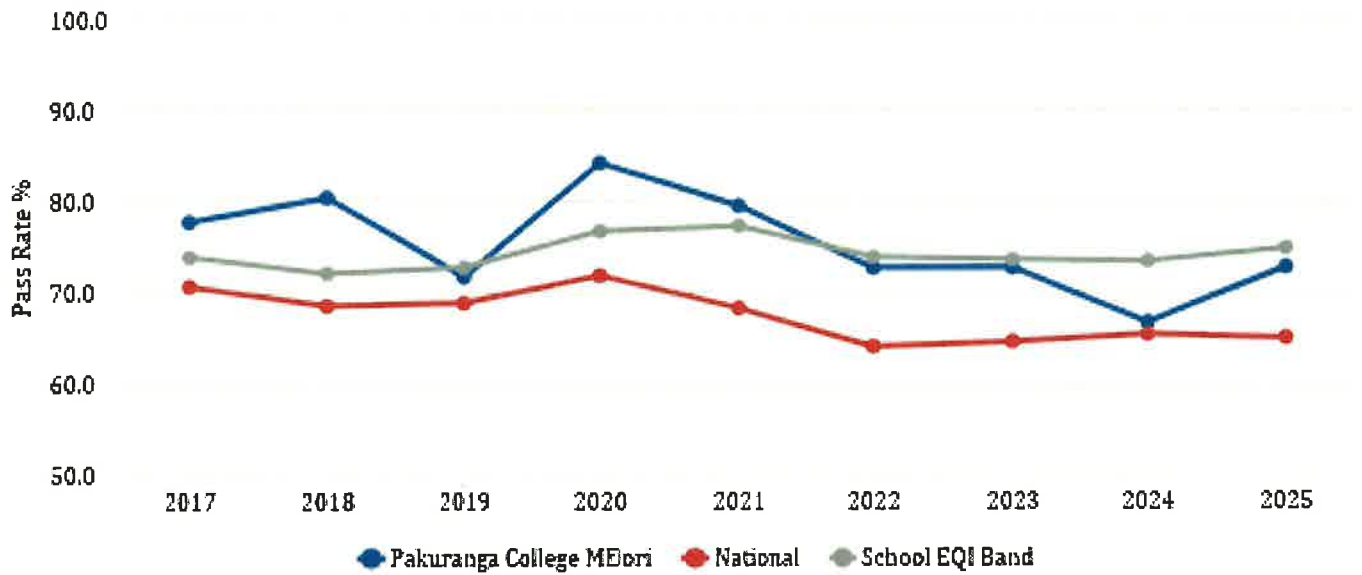
Looking at the data through an ethnicity lens further highlights the challenges that some groups within the school have faced.

NCEA Level 2 - Ethnicity



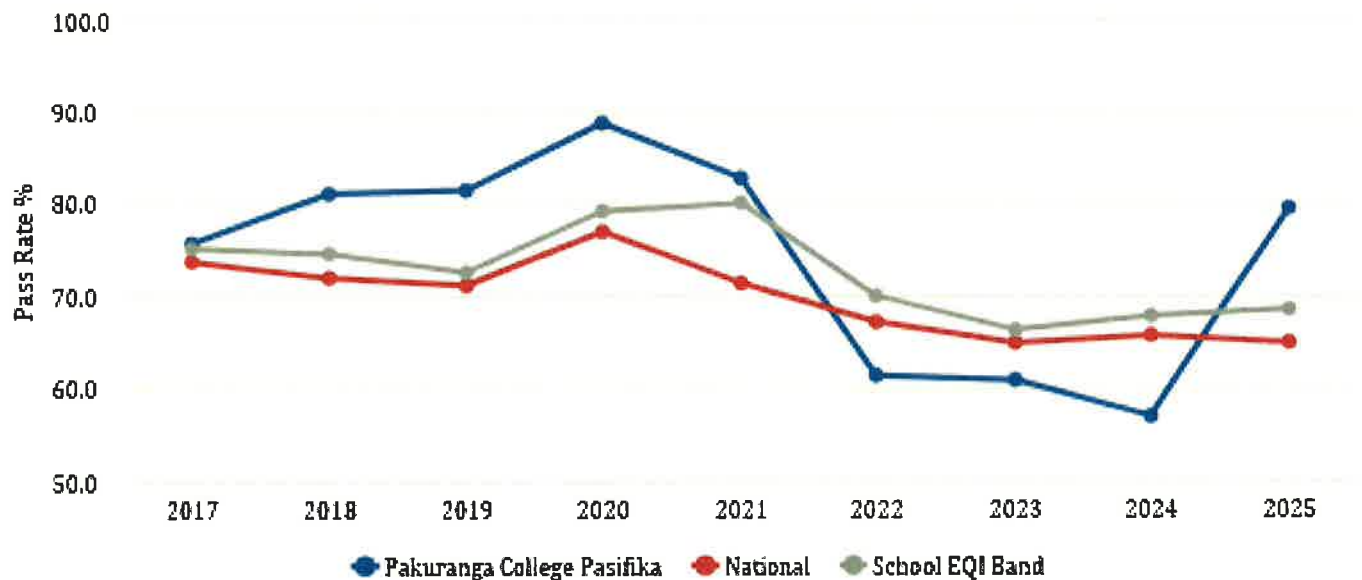
All ethnicities saw an increase in their achievement rate in 2025. While Māori students saw a 6-percentage point increase, they are now the lowest achieving ethnicity at Level 2. Pasifika students saw the greatest percentage change of 22.4 percentage points.

NCEA Level 2 - Māori students



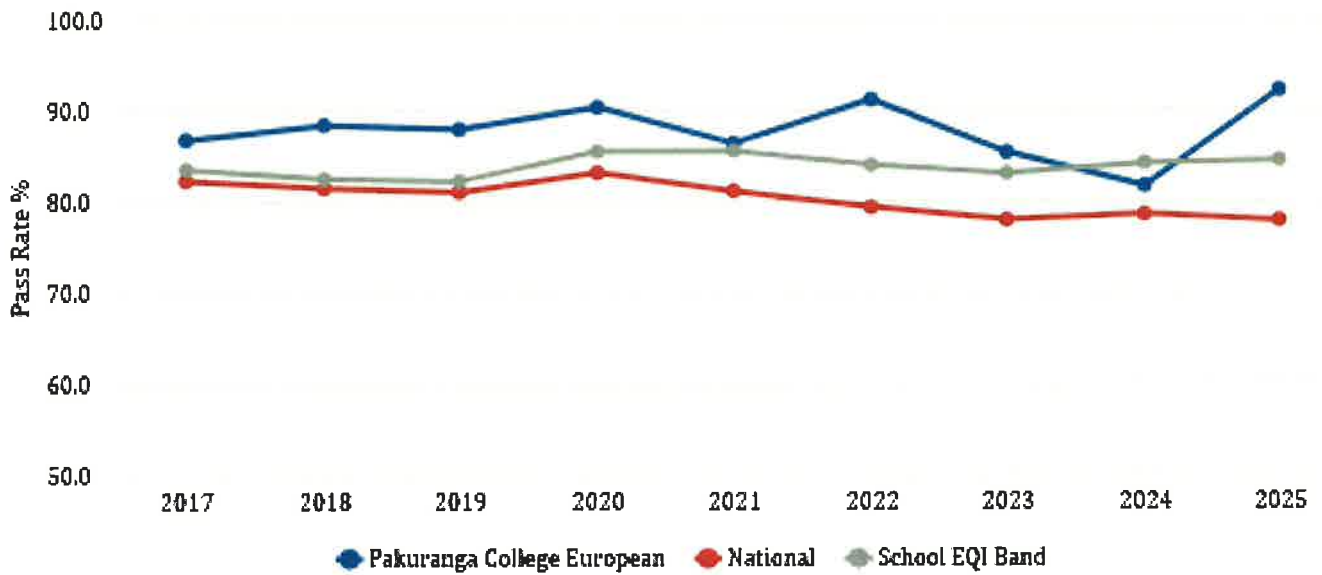
The 2025 results show Māori achievement has increased after a four-year downward trend. Whilst they have continued the trend of being above schools nationally, they remain below similar schools.

NCEA Level 2 - Pasifika students



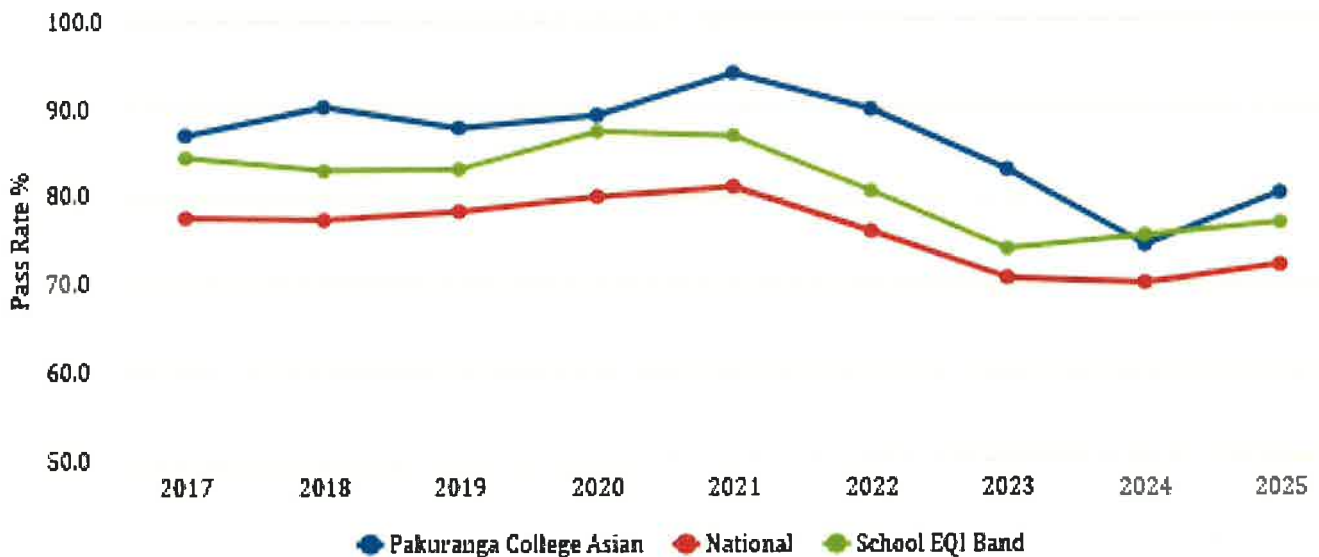
Achievement for Pasifika students saw a significant improvement in 2025, with a 22.4 percentage point increase, the most significant change of any ethnic group. Pasifika students are now sitting above both similar schools and nationally, the first time since 2021.

NCEA Level 2 - European students



Our European students continue to perform well, with their highest rate of achievement over the last 10 years at 92.2%. They have also, once again, increased the gap between similar schools nationally.

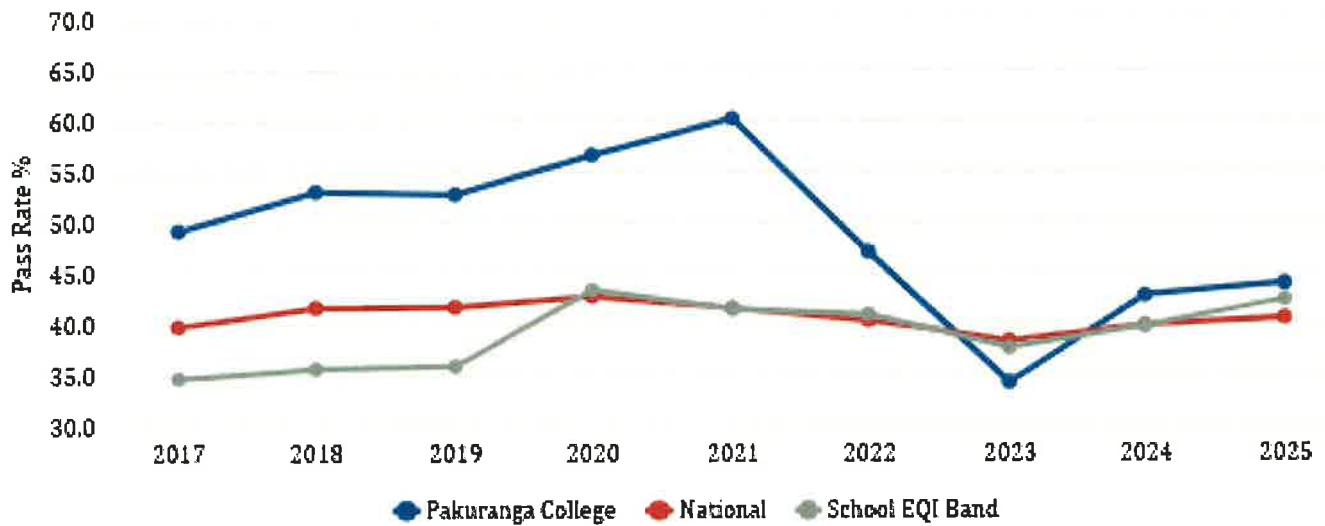
NCEA Level 2 - Asian students



Asian student achievement saw an increase of 5.9 percentage points, successfully reversing the downward trend seen over the previous three years. This result moved them back above similar schools and increased the gap above national schools.

ENDORSEMENTS

NCEA Level 2 - Endorsements



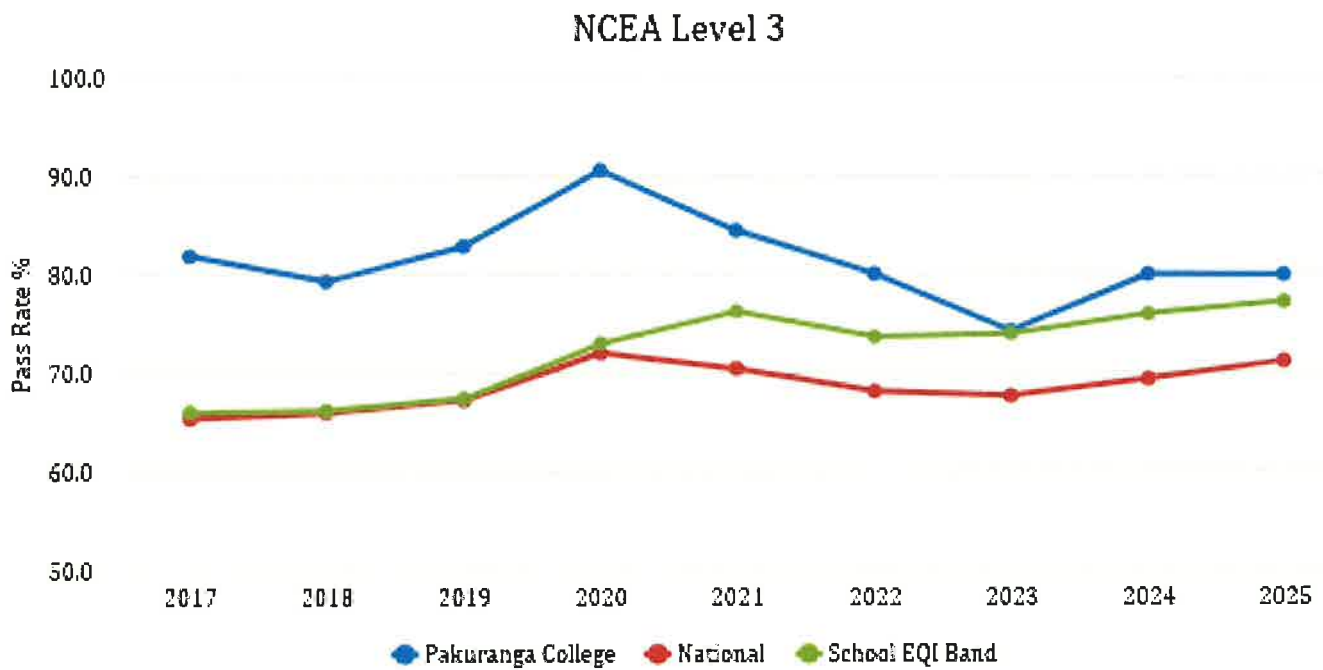
	Pakūranga College	National	School EQI Band
2017	49.2	39.9	34.8
2018	53.1	41.8	35.8
2019	52.8	41.8	36.0
2020	56.7	42.9	43.5
2021	60.3	41.7	41.6
2022	47.2	40.5	41.1
2023	35.0	38.5	37.8
2024	42.9	40.0	39.9
2025	44.1	40.7	42.5

Endorsement rates continue to improve for the second consecutive year, reaching 44.1% in 2025. They have remained above national and similar schools.

NCEA LEVEL 3

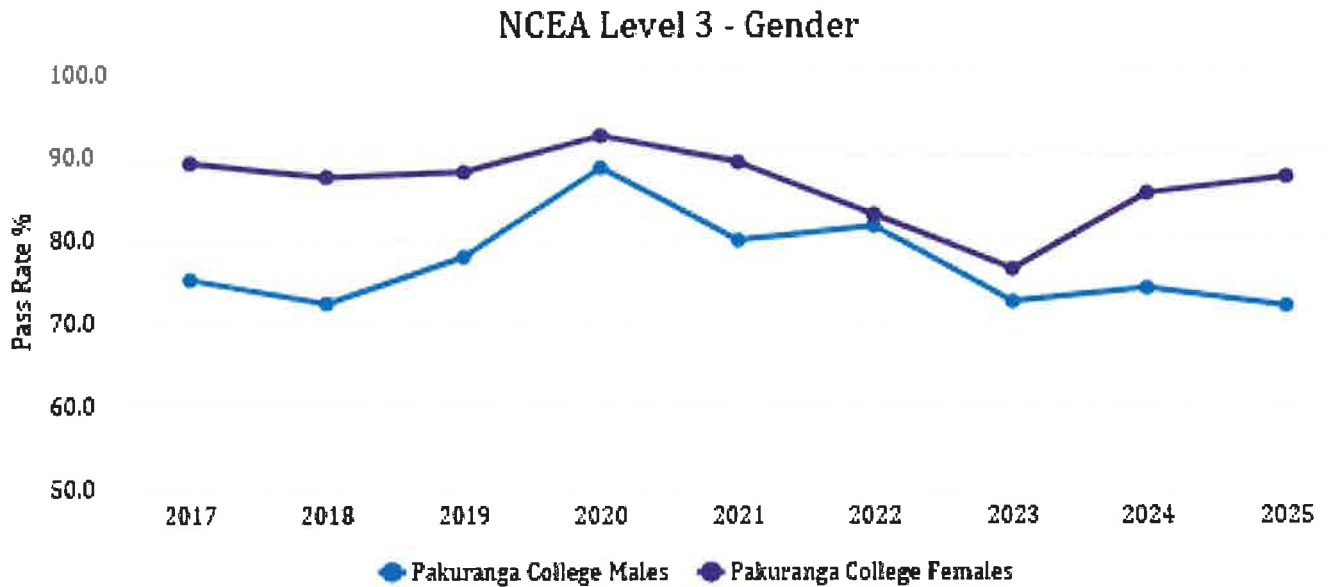
NCEA Year 13 NCEA Level 3

	Pakūranga College	National	School EQI Band
2017	81.9	65.5	66.1
2018	79.4	66.1	66.3
2019	82.9	67.3	67.5
2020	90.6	72.1	73.1
2021	84.5	70.5	76.3
2022	80.1	68.2	73.7
2023	74.3	67.7	74.0
2024	80	69.4	76.0
2025	79.9	71.2	77.2



2025 saw achievement hold steady at 79.9%, maintaining the gains of 2024. While this remains below the peak pre-COVID and 2020 levels, the college continues to perform at a national level and similar to other schools.

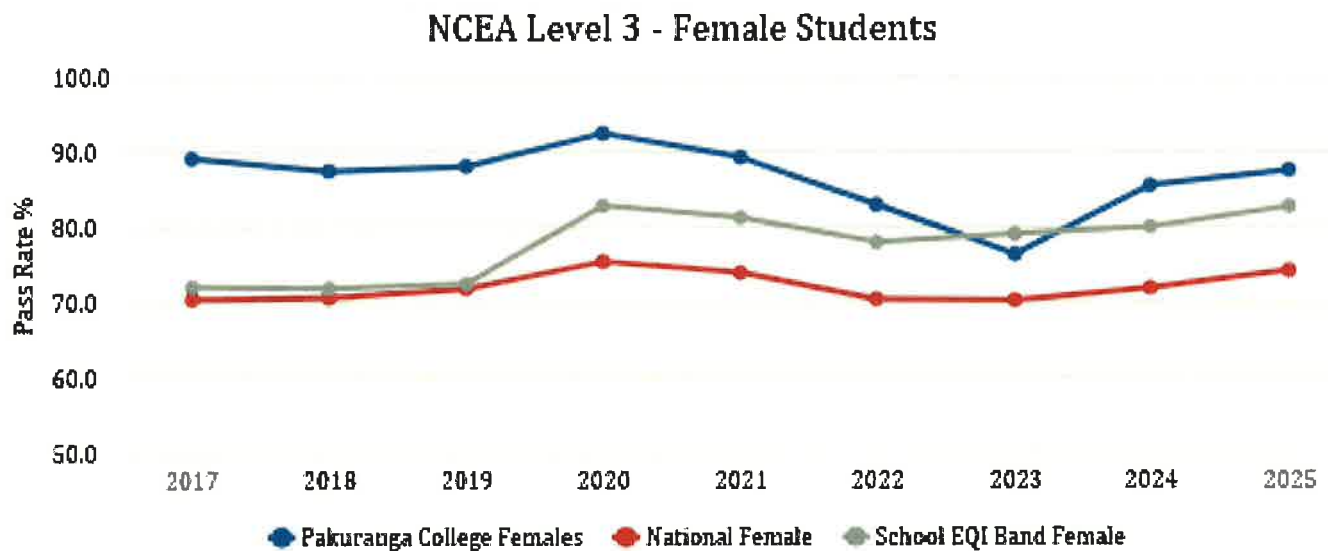
GENDER



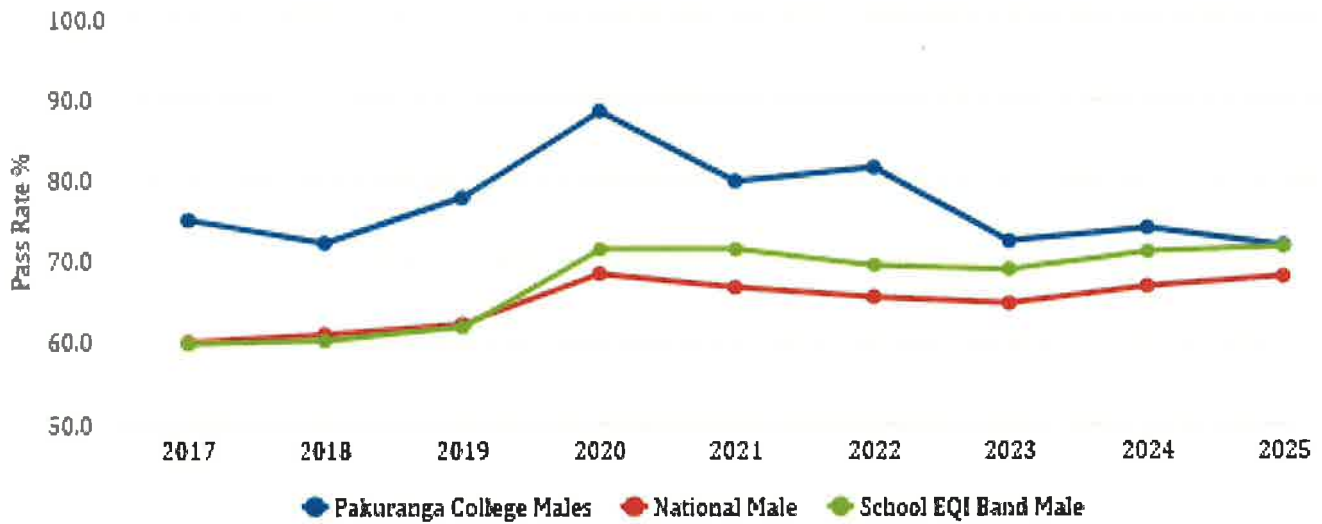
In 2025, the performance gap between genders continued to widen. While females saw an improvement to 87.5%, male achievement dipped slightly to 72%, creating a 15.5 percentage point gap, an increase of 4.1 percentage points on the gap of 2024.

Females have shown a strong recovery for the second consecutive year, rising to 87.5%. They continue to outperform national and similar schools.

Male achievement saw a slight drop to 72% in 2025, down 2.1 percentage points. While males continue to perform above national schools, the gap between similar schools is now marginal. The downward trend of male achievement since 2022 (excluding the 2024 data) indicates that male achievement needs addressing.

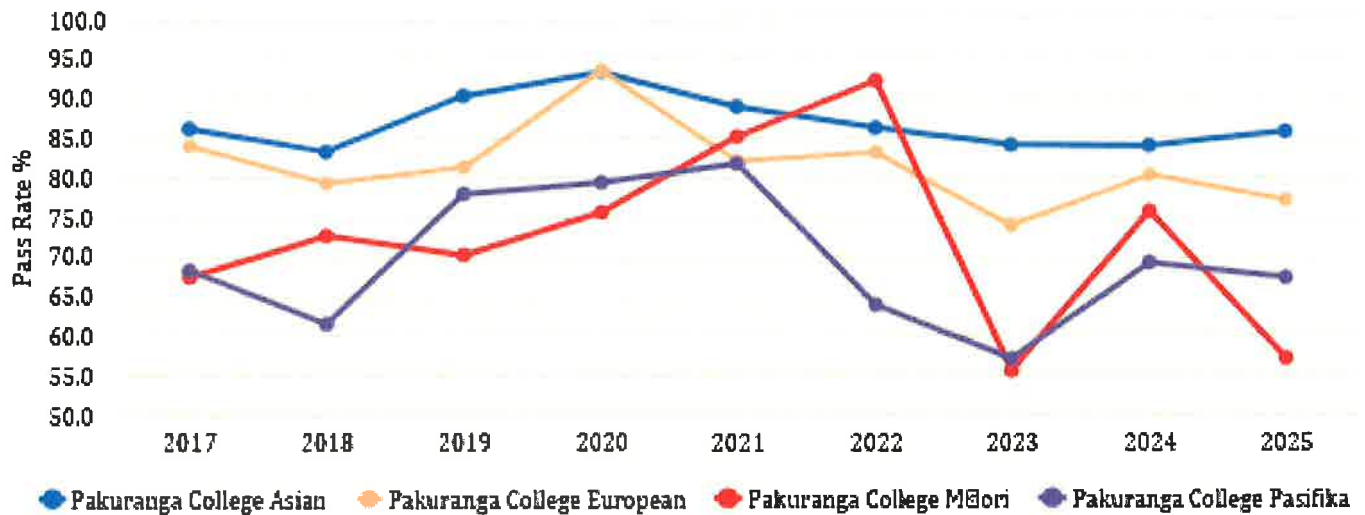


NCEA Level 3 - Male Students



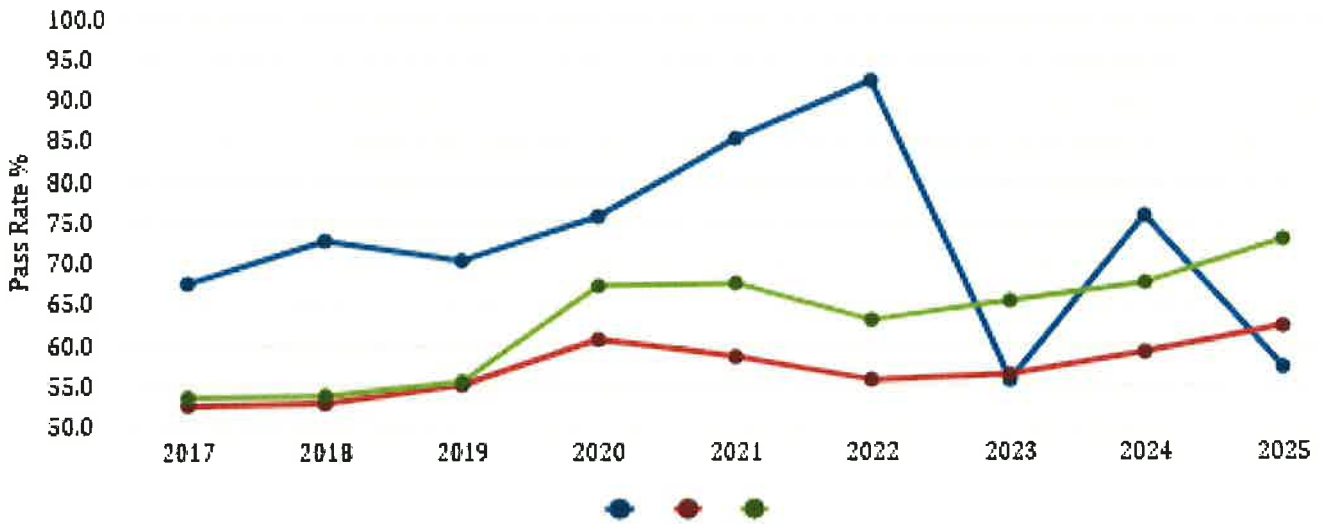
ETHNICITY

NCEA Level 3 - Ethnicity



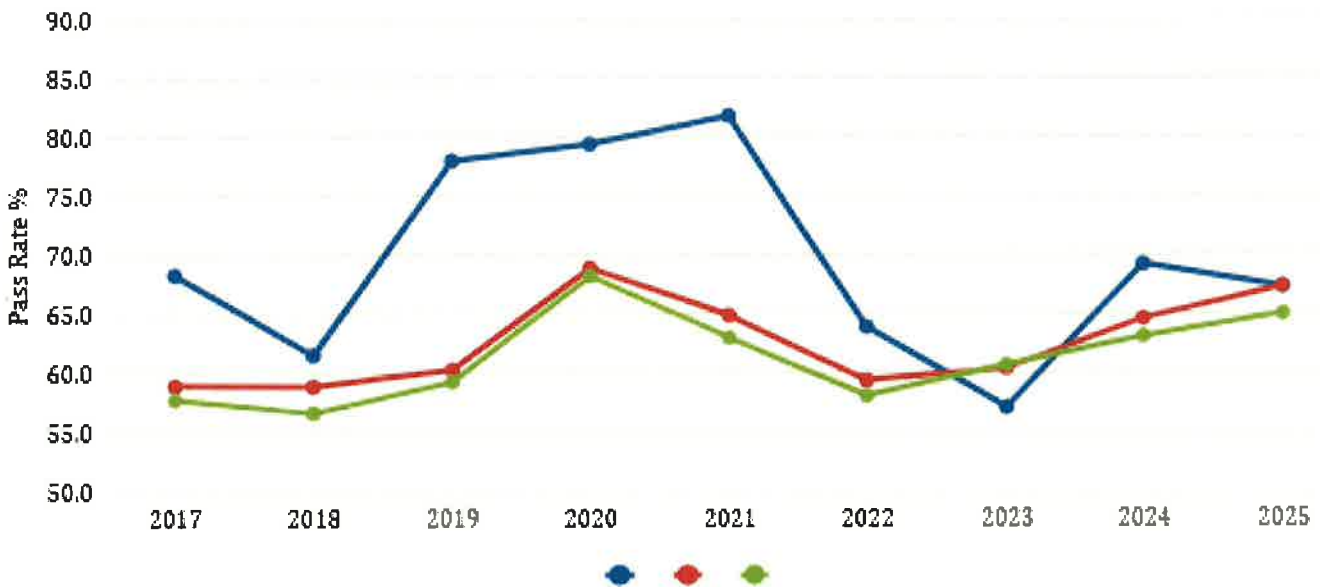
2025 saw a divergence in performance across ethnic groups. While Asian students experienced a slight improvement in results from 2024, all other ethnicities declined. Asian and European students remain the two highest performing ethnic groups, while Pasifika achievement has dipped, Māori students saw the greatest decline in results by 18.6 percentage points from 2024.

NCEA Level 3 - Māori students



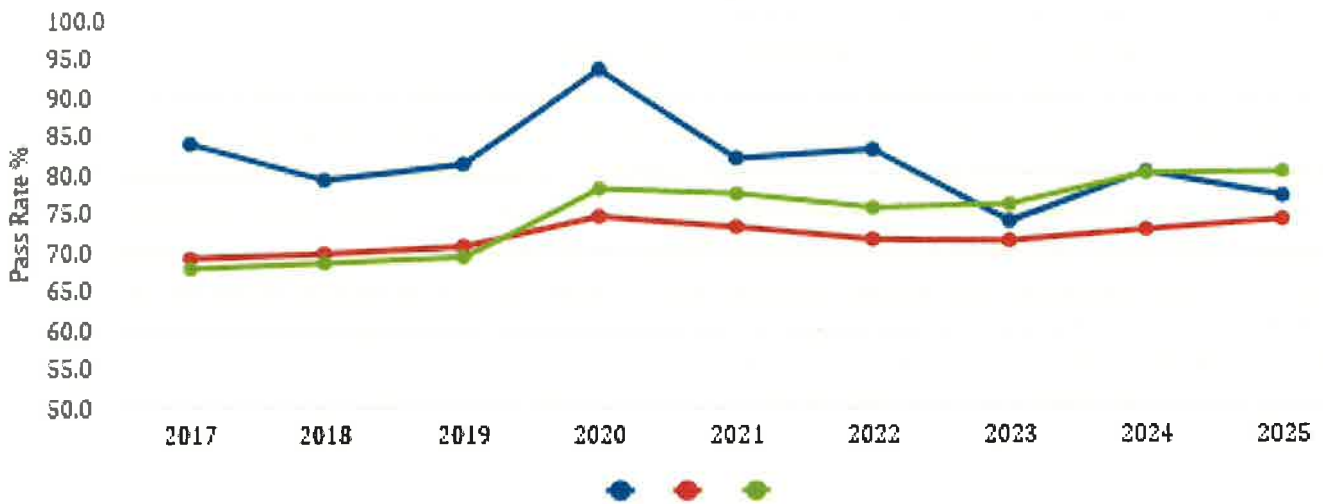
The most significant decline in 2025 was among our Māori students, where achievement fell to 57.1%, almost erasing the gains made in 2024. This result is concerning as it places Māori achievement below national and similar schools, for the second time in 8 years.

NCEA Level 3 - Pasifika students



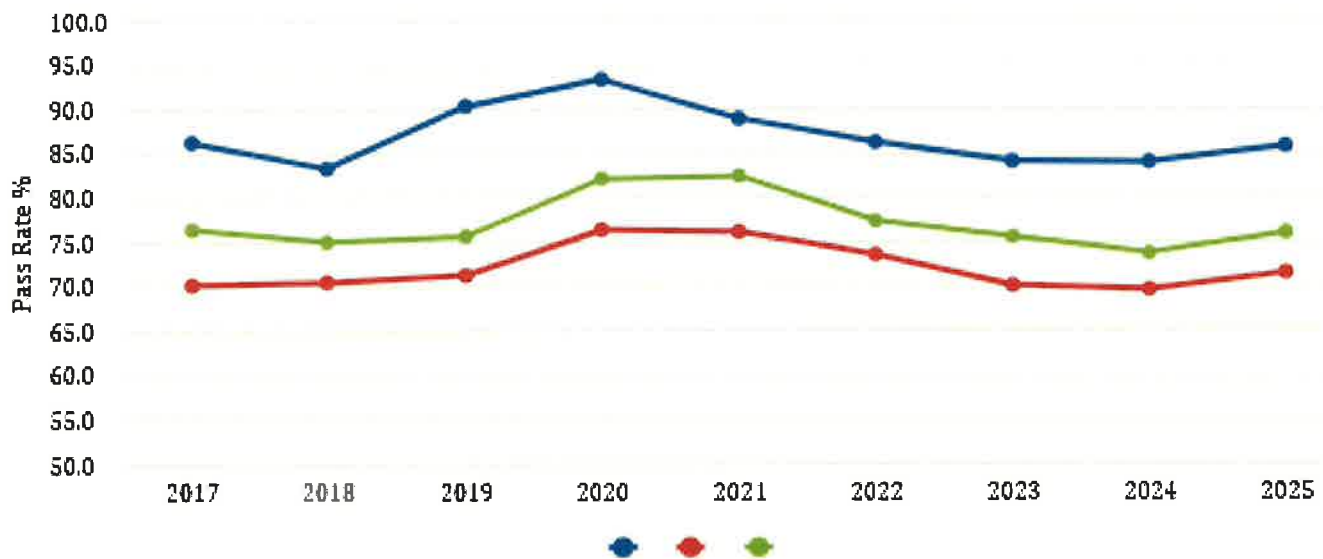
Pasifika achievement dipped to 67.3% in 2025 and is now in line with other schools nationally. They remain above similar schools; however, this gap has significantly reduced.

NCEA Level 3 - European students



European students saw a drop of 3.2 percentage points from 2024, taking them below similar schools for only the second time in the last 8 years. Whilst they continue to be above national schools, the gap has significantly reduced.

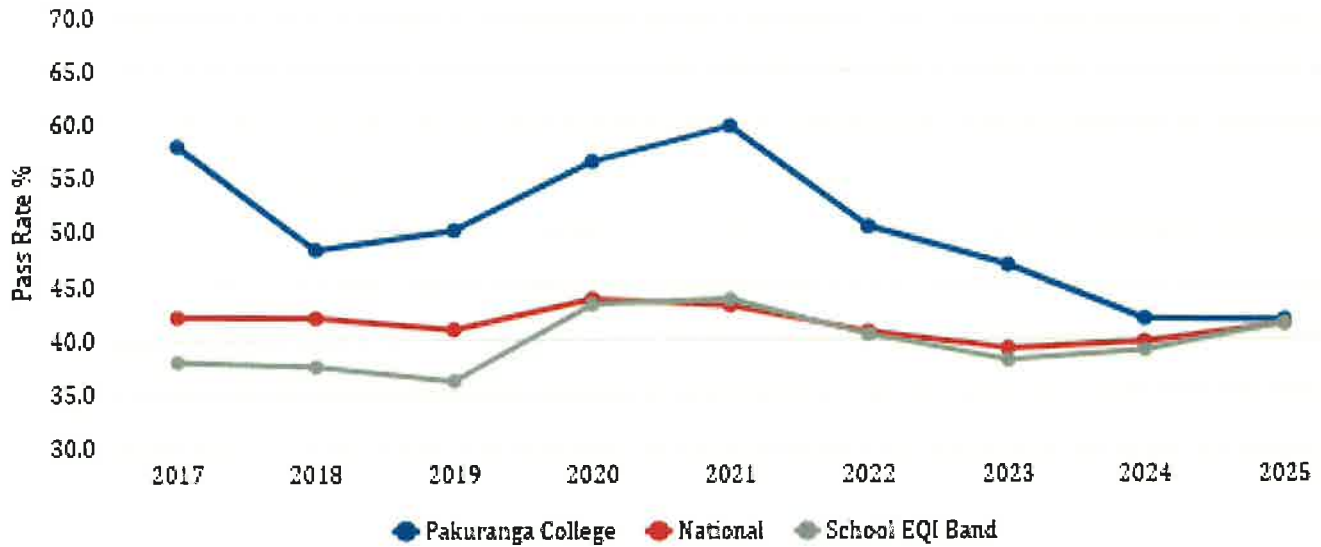
NCEA Level 3 - Asian students



After a five-year downward trend, Asian students have seen a turnaround in 2025, increasing by 1.8 percentage points to 95.8%. This recovery is a positive shift following previous, warranted concerns regarding the rising ESOL numbers. They remain the highest achieving ethnic group and continue to sit above both national and similar schools.

ENDORSEMENTS

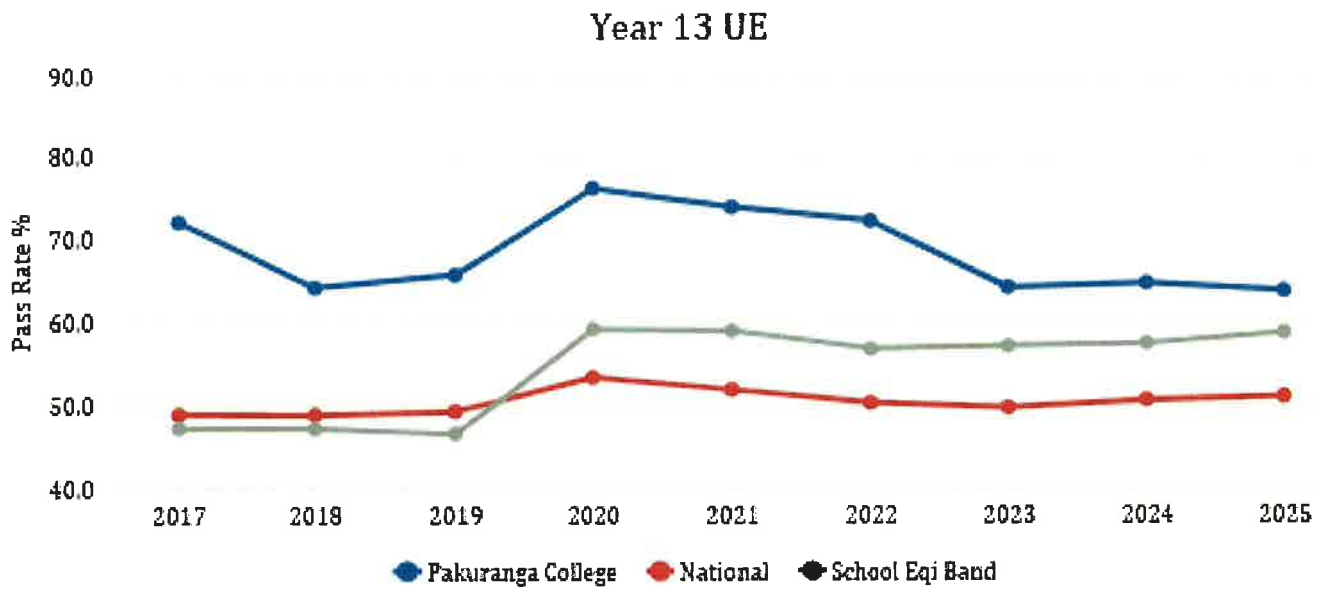
NCEA Level 3 - Endorsements



	Pakūranga College	National	School EQI Band
2017	58.0	42.1	38.0
2018	48.4	42.1	37.5
2019	50.2	41.0	36.2
2020	56.5	43.8	43.3
2021	59.8	43.2	43.8
2022	50.5	40.8	40.5
2023	46.9	39.2	38.1
2024	42.9	39.8	39.0
2025	41.8	41.4	41.5

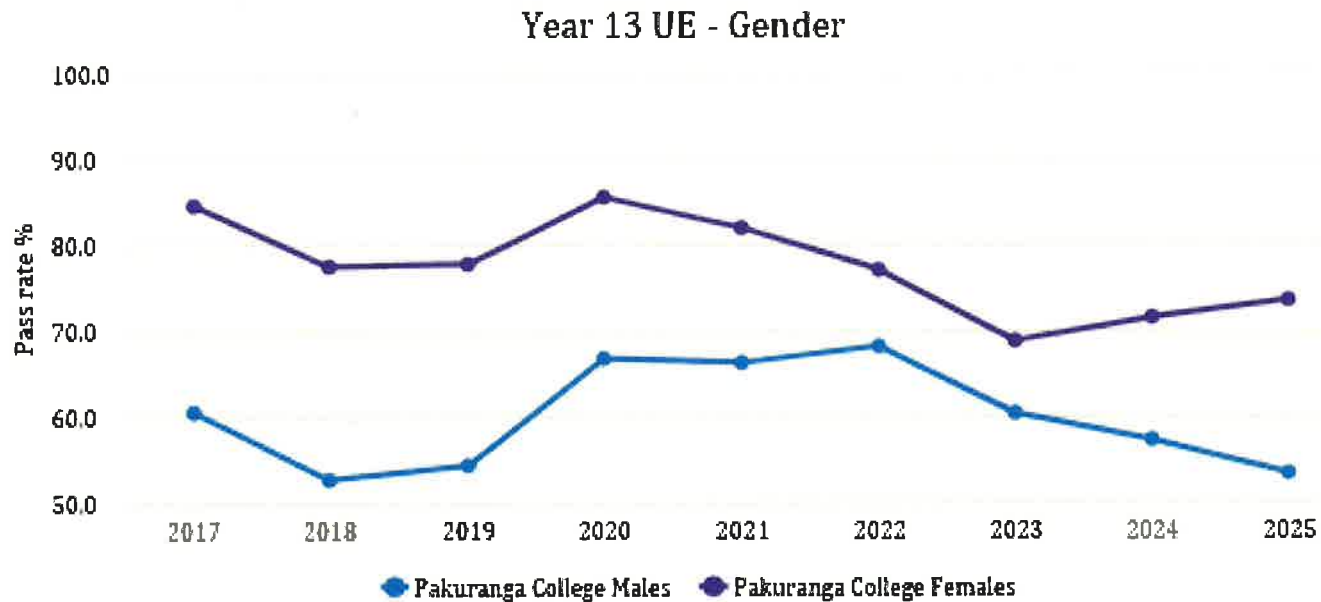
The downward trajectory for NCEA Level 3 Endorsements continued in 2025, with the rate dropping to 41.8%. This is concerning as the gap between national and similar schools has now closed, where in previous years there has been a clear distinction between Pakūranga College and its peers, particularly compared to the peak in 2017 when the college sat nearly 20 percentage points ahead of similar schools.

UNIVERSITY ENTRANCE



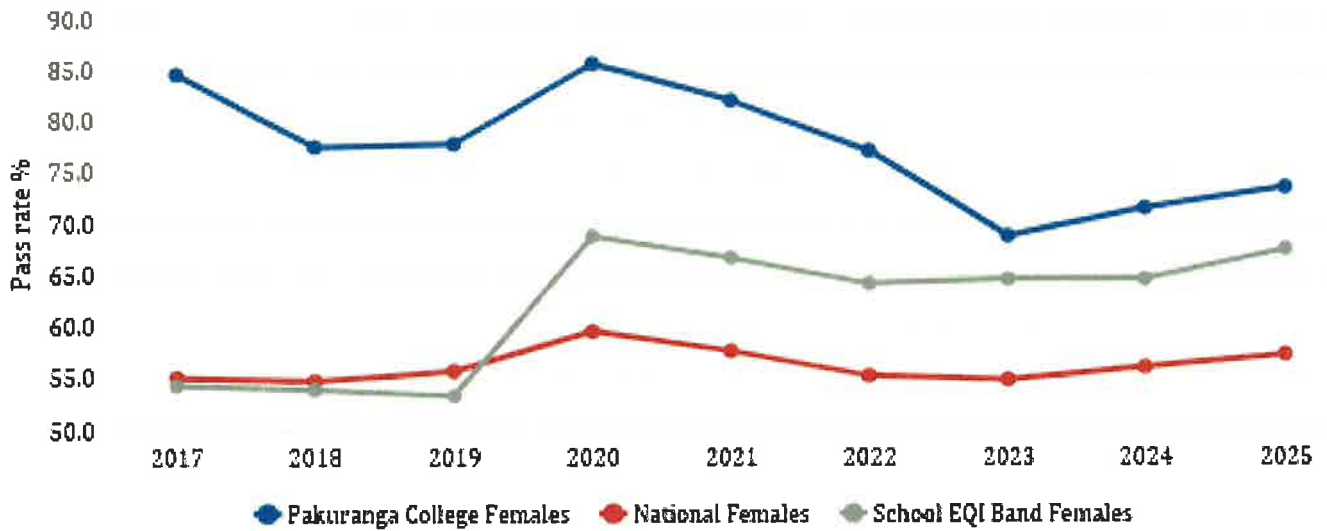
In 2025, UE achievement remained relatively stable at 63.8%, a negligible drop from 64.7% in 2024. While our performance has plateaued over the last three years, we continue to maintain our position above national and similar schools.

GENDER



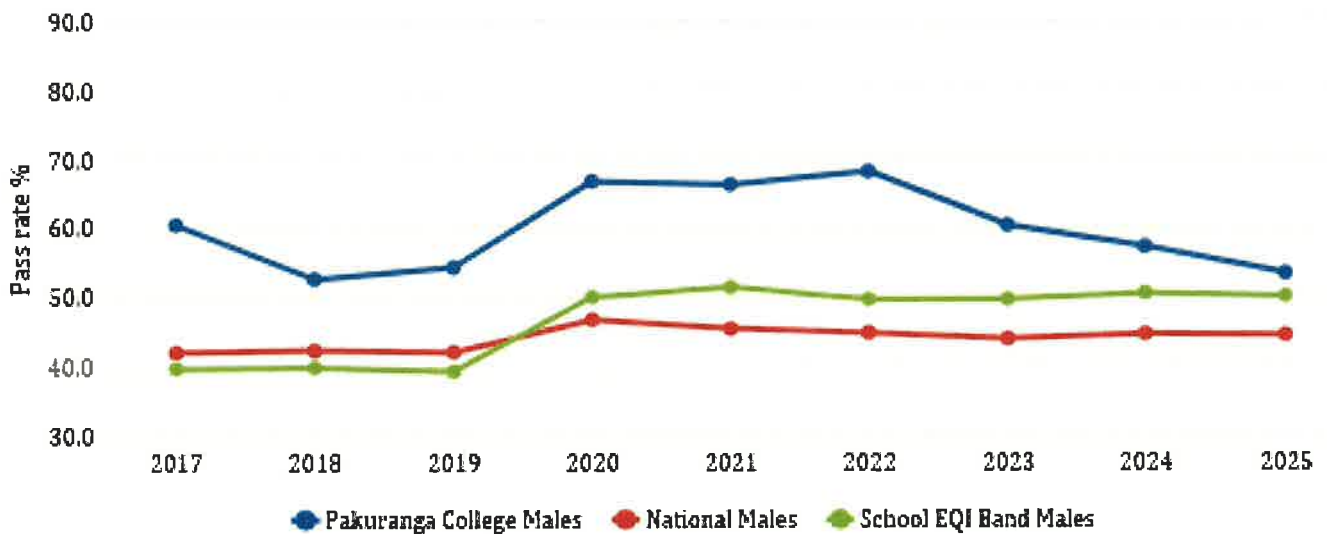
The gender gap in UE achievement significantly widened in 2025 to 20.1 percentage points. While female achievement increased, male achievement continued its three-year downward trend, creating a significant disparity between the genders.

Year 13 UE - Female Students



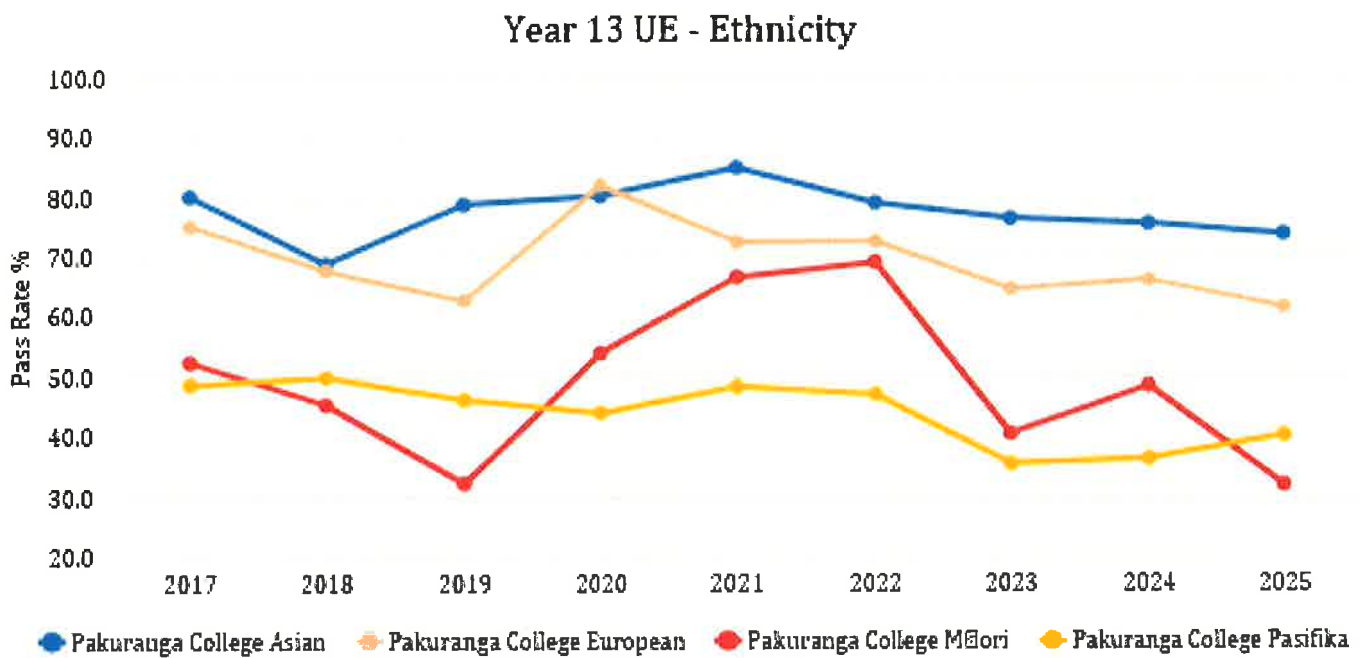
Females saw an increase in UE achievement for the second consecutive year, rising to 73.5%. They continue to outperform national and similar schools.

Year 13 UE - Male Students

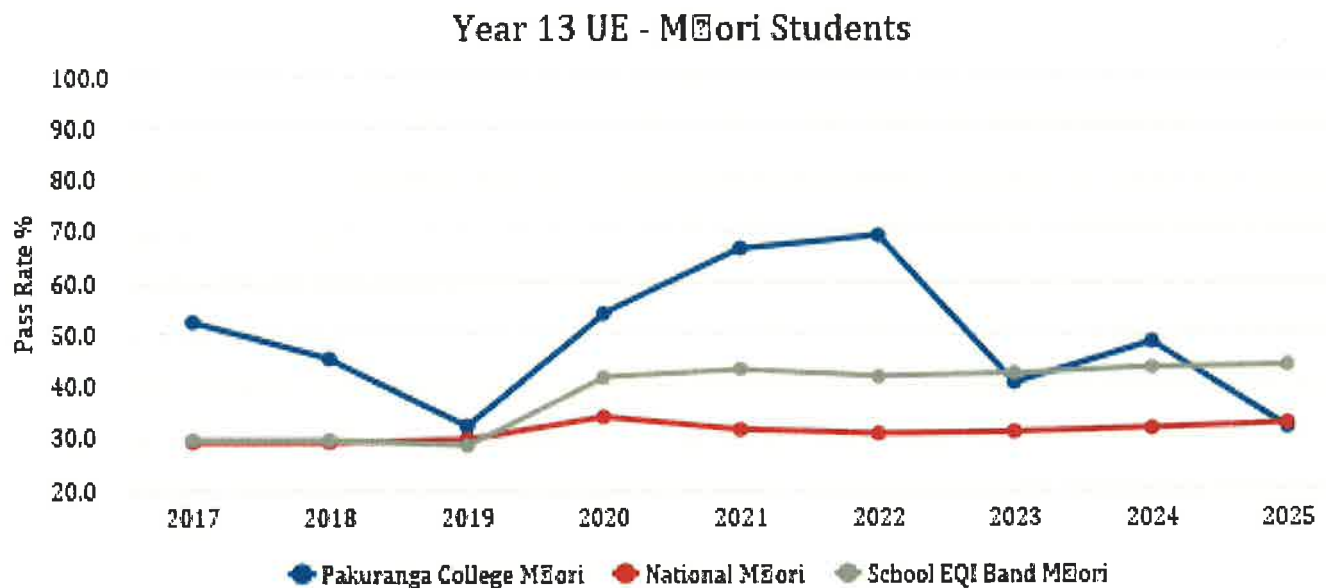


While males remain above national and similar schools, the three-year decline in results and the narrowing gap between similar schools are a cause for concern.

ETHNICITY

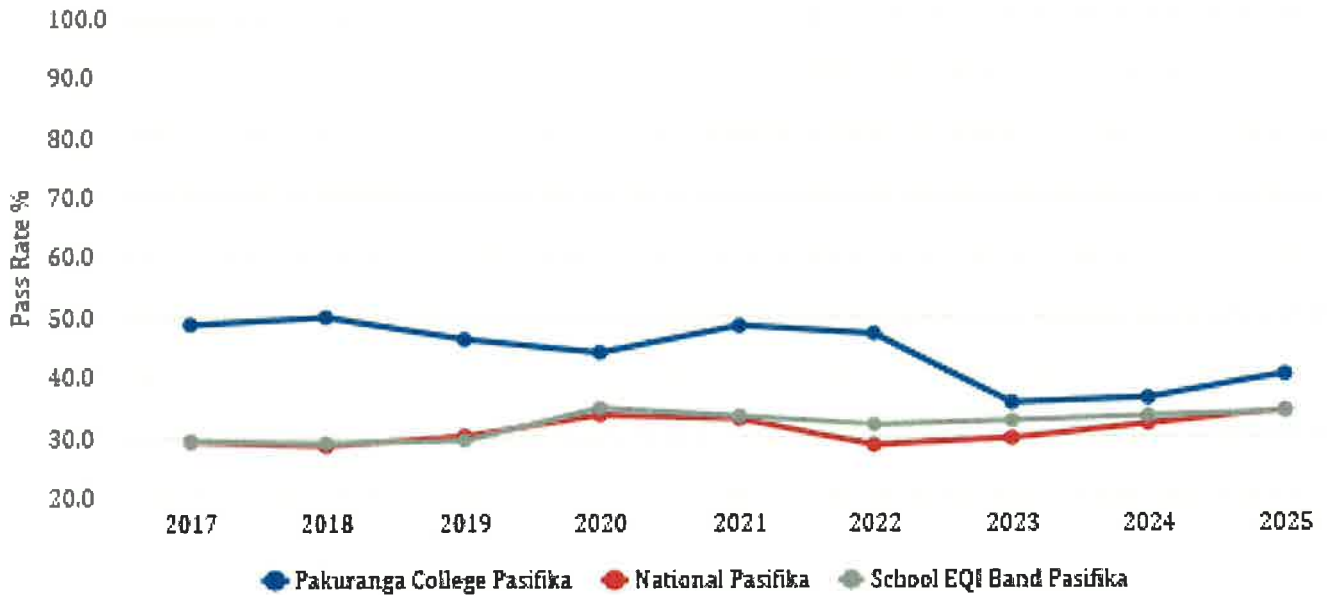


The ethnicity breakdown shows an improvement for the second consecutive year for our Pasifika students. However, all other ethnicities saw a drop in achievement.



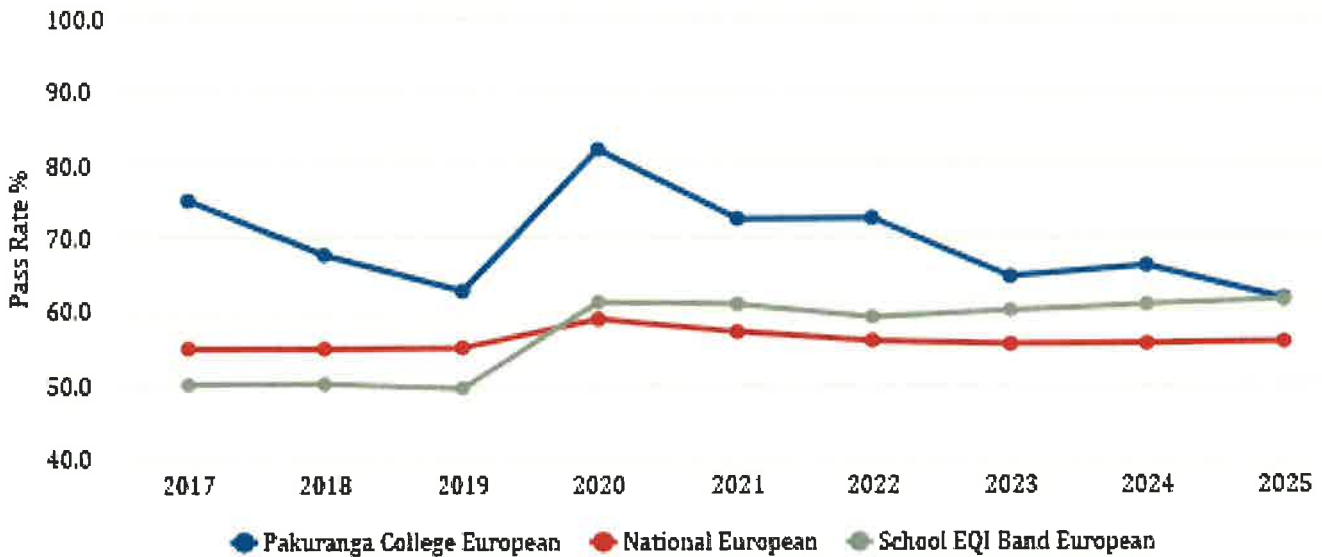
After a strong recovery in 2024 for Māori students, unfortunately, this has not been maintained in 2025, and Māori students now sit below both national and similar schools for the first time.

Year 13 UE - Pasifika Students



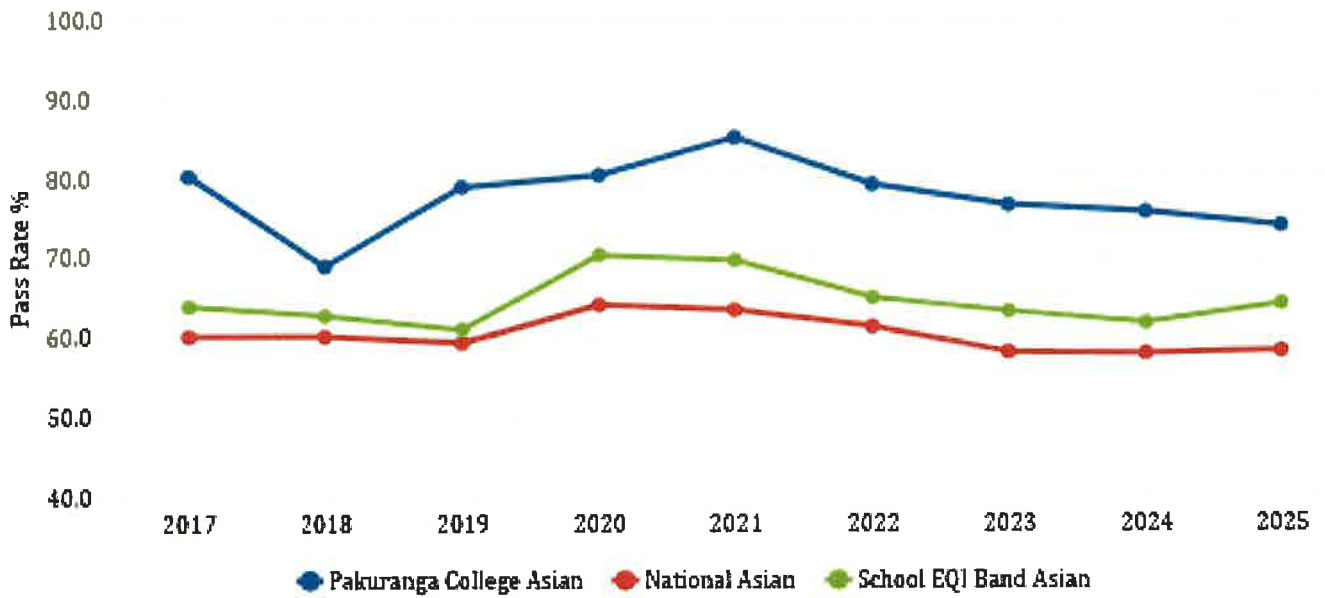
Pasifika students provided a highlight for 2025, with UE achievement rising to 40.4%. They have continued the upward trend of 2024 and remain above national and similar schools.

Year 13 UE - European Students



European students saw a dip in UE achievement in 2025, unlike national and similar schools, which improved their results in 2025. European students are now marginally above similar schools for the first time.

Year 13 UE - Asian Students



Asian students continue to be the highest-performing ethnicity for UE achievement; however, they have continued the downward trend of the last three years.

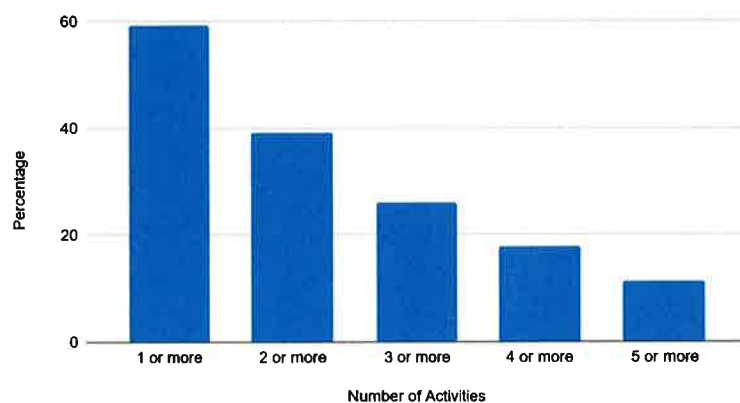
Co-curricular Summary 2025

The target rate for co-curricular involvement was set at 75% for 2025. This year, 1,310 students were involved in at least one co-curricular activity, a decrease of 139 from 2024. This number represents 59.3% of the total school population at the college, a decline of 5.3% in 2025. In 2024, we saw an increase of 4.7% from 2023.

It is significant to observe 45.8% of students were involved in at least two activities, and that 365 students participated in over 5 activities.

Number of Activities	Number of Students Involved
1 or more	1452
2 or more	1027
3 or more	715
4 or more	505
5 or more	365

Percentage Students Involved vs. Number of Activities



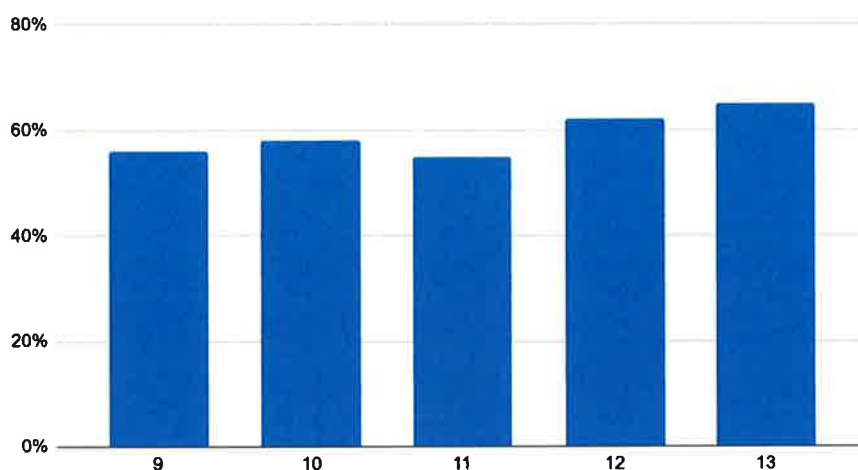
Girls' participation is the same as in 2024, with 63.7% involved in 2025, compared to 64.9% in 2024. There has been a decrease in the participation of boys from 57.5% in 2024 to 47.1% in 2025. By year level, it is notable that year 13 students are the most involved in school life outside the classroom, with 64.6% of students in this year level participating.

Participation Rates by Year Level

Participation rates in 2025 are more evenly spread across year levels than in 2024. It continues to be a focus at the college to promote co-curricular involvement, particularly with our new year 9 students. This messaging continues in assemblies and through Whānau Time.

Year	9	10	11	12	13
Number	238	269	253	292	258

% of Students involved in co-curricular by year level



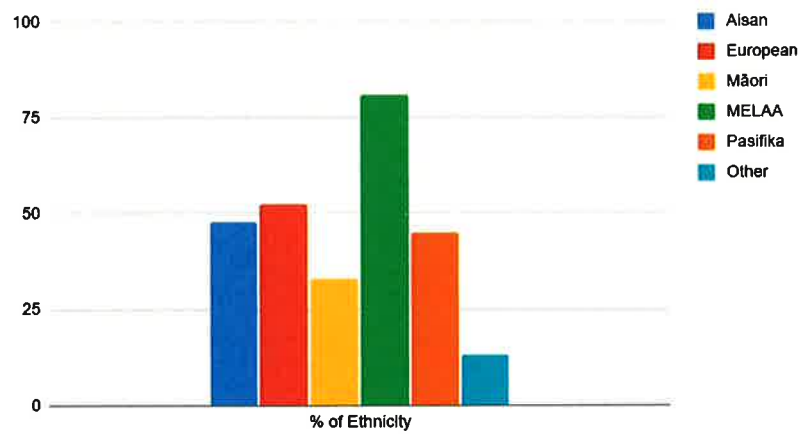
Ethnicity Breakdown

At Pakūranga College in 2025, MELAA students are the most involved in co-curricular activities.

It is significant to note that Māori student involvement has dropped from 54% to 33%, which needs to be a focus in 2026.

Ethnicity	Asian	European	Māori	MELAA	Pasifika	Other
Number	497	534	62	86	112	19
% of Ethnicity	48	50	33	81	45.3	29

Percentage Breakdown by Ethnicity



Participation Rates by Zone

Out-of-zone students have the highest participation rates; this is consistent with 2023 and 2024 data. Again, it is pleasing to see that living further away from the college is not a disadvantage to participating. International student involvement in 2025 declined from 47.5% to 38% participation in 2024. This should continue to be a focus as it offers these students an opportunity to be involved in a broader experience while in New Zealand and at the college.

Zone	In Zone	Out of Zone	International
Number	906	350	53
% of school pop.	57.7%	70%	38%

Conclusion

Pakūranga College students' participation in co-curricular activities decreased in 2025 by 139 students from 2024. This year, 1,310 students (59.4%) of the student population were involved in at least one co-curricular activity, and this year continues to be below the target set of 75%. The decrease in the participation of boys in 2025, after an increase of 7% in 2024, could be a focus for further inquiry. Year 11 (moving into year 12) should be a continued focus for 2026. This cohort has the lowest participation rate this year and was the lowest as a cohort in year 10 in 2024.

DID WE MEET OUR TARGETS?

2025 STUDENT ACHIEVEMENT TARGETS

- NCEA Level 2 - 85% of all Year 12 students gain NCEA Level 2
We failed to meet the target, NCEA Level 2 - 84.7%
- NCEA Level 3 - 85% of all Year 13 students gain NCEA Level 3
We failed to meet the target, NCEA Level 3 - 79.9%
- NCEA Endorsements - combined Merit & Excellent at Level 2, and Level 3 are at least 50%
We failed to meet the target, Level 2 - 43.4% and Level 3 - 40.7%.
- UE - 65% of all Year 13 students gain UE
We failed to meet the target, 61.2%.
- Māori & Pasifika achievement is as high as, or higher than, the school-wide averages
**We failed to meet the target, Māori Level 2 gap (+12.0%), Māori Level 3 gap (+22.8%)
We failed to meet the target, Pasifika Level 2 gap (5.2%), Pasifika Level 3 gap (+12.6%)**
- Literacy - to achieve as high, or higher levels of literacy as schools in the same Equity Index Group
**We achieved the target, Level 2 (-0.2%)
We achieved the target, Level 3 (-0.1%)**
- Attendance - students regularly attend for 70% or higher of the school year
We failed to meet the target, 60.1%.
- Co-curricular - participation rate exceeds 75%
We failed to meet the target, 59.4%.

Giving Effect to Te Tiriti o Waitangi at Pakūranga College

Who	What / Strategies	How / Implementation
Te Ao Māori	<ul style="list-style-type: none"> ● Tikanga ● Te Reo Māori ● Teaching and Learning ● Kapahaka 	<ul style="list-style-type: none"> ➤ Embedding karakia, waiata, pōwhiri and other tikanga across all settings into everyday practice ➤ Ongoing professional learning to develop and embed Te Reo Māori ➤ Culturally responsive pedagogy ➤ Accurate NZ history is taught. Māori contexts and concepts are included in learning design. ➤ Pūhoro: Māori Stemm partnership programme for year 11 - 13 Science students. <i>Te Pūhorotanga o te ao Pūrau</i> ➤ Ongoing professional learning to develop and embed culturally responsive pedagogies. ➤ An active kapahaka rōpū is resourced and supported
Active Relationships	<ul style="list-style-type: none"> ● Students ● Whānau ● Ngāi Tai Ki Tāmaki 	<ul style="list-style-type: none"> ➤ Building relationships, academic support, and pastoral support ➤ Korero and kai, termly panui ➤ Building regular contact and seeking an ongoing, authentic connection/relationship
Student Achievement & Equity	<ul style="list-style-type: none"> ● Cultural Leadership ● Monitoring and tracking ● Strategic planning 	<ul style="list-style-type: none"> ➤ Resourcing and developing leadership and support: staff and students. Kaitiaki, Kaiarahi, Rangatira Māori, Kāinga Rua. ➤ Actively using data to monitor, track and review learner attendance and outcomes. ➤ Implementing strategies to support the ongoing progress and improvement of our Māori learners.
Governance	<ul style="list-style-type: none"> ● Board of Trustees 	<ul style="list-style-type: none"> ➤ The Board's stance is to always give effect to Te Tiriti o Waitangi ➤ Giving effect to Te Tiriti o Waitangi is a school priority and is supported, monitored and resourced

Pakūranga College

Statement of Equal Employment Opportunities

For the year ended 31 December 2025

Equal Employment Opportunities

The Board confirms that the college is acting in line with the Equal Employment Opportunities requirements as per the Public Service Act. Refer Section 73 Public

As a good employer, Pakūranga College operates an employment policy that contains provisions necessary for the fair and proper treatment of employees in all aspects of their employment.

Pakūranga College

Statement of KiwiSport

For the year ended 31 December 2025

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$58,496.61 (excluding GST). The funding was spent on additional staffing.

Section 2

Pakūranga College

Statement of Responsibility

For the year ended 31 December 2025

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

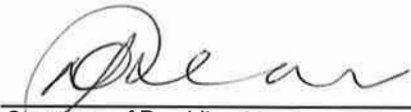
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the group's financial reporting.

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

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

Nicola Troughear

Full Name of Presiding Member



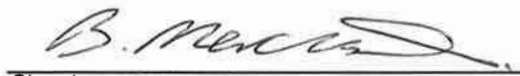
Signature of Presiding Member

6 May 2026

Date

BILLY MERCHANT

Full Name of Principal



Signature of Principal

6 May 2026

Date

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

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants	2	25,084,727	24,001,642	24,443,440	25,084,727	24,001,642	24,443,440
Locally Raised Funds	3	3,906,624	3,056,553	3,434,956	3,922,454	3,056,553	3,445,766
Interest		346,966	250,350	456,673	349,512	250,350	458,864
Gain on Sale of Property, Plant and Equipment		-	-	1,082	-	-	1,082
Total Revenue		29,338,317	27,308,545	28,336,151	29,356,693	27,308,545	28,349,152
Locally Raised Funds	3	2,071,976	2,033,918	1,972,546	2,072,572	2,033,918	1,972,955
Learning Resources	4	19,194,656	18,745,384	18,500,576	19,194,656	18,745,384	18,500,576
Administration	5	1,032,340	1,061,022	1,023,042	1,032,380	1,061,022	1,023,102
Interest		11,374	11,349	14,621	11,374	11,349	14,621
Property	6	5,966,458	5,677,437	5,718,108	5,966,458	5,677,437	5,718,108
Loss on Disposal of Property, Plant and Equipment		33,701	2,500	39,279	33,701	2,500	39,279
Total expense		28,310,505	27,531,610	27,268,172	28,311,141	27,531,610	27,268,641
Net Surplus / (Deficit) for the year		1,027,812	(223,065)	1,067,979	1,045,552	(223,065)	1,080,511
Other Comprehensive Revenue and Expense <i>Item that will not be reclassified to surplus(deficit)</i>							
Gain on equity investment revaluations		-	-	-	-	-	-
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		1,027,812	(223,065)	1,067,979	1,045,552	(223,065)	1,080,511

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

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

	Notes					
	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January	13,165,370	11,932,855	11,883,456	13,221,533	11,932,855	11,927,087
Total comprehensive revenue and expense for the year	1,027,812	(223,065)	1,067,979	1,045,552	(223,065)	1,080,511
Contribution - Furniture and Equipment Grant	-	-	213,938	-	-	213,938
Contributions from the Ministry of Education	-	-	-	-	-	-
Distributions to the Ministry of Education	-	-	-	-	-	-
Equity at 31 December	14,193,182	11,709,790	13,165,373	14,267,085	11,709,790	13,221,536
Accumulated comprehensive revenue and expense	14,193,182	11,709,790	13,165,373	14,267,085	11,709,790	13,221,536
Reserves	-	-	-	-	-	-
Equity at 31 December	14,193,182	11,709,790	13,165,373	14,267,085	11,709,790	13,221,536
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	13,165,370	11,932,855	11,883,456	13,221,533	11,932,855	11,927,087
Equity investment revaluation reserve transfer on disposal	-	-	-	-	-	-
Contribution - Furniture and Equipment Grant	-	-	213,938	-	-	213,938
Contributions from the Ministry of Education	-	-	-	-	-	-
Distributions to the Ministry of Education	-	-	-	-	-	-
Surplus/(deficit) for the year	1,027,812	(223,065)	1,067,979	1,045,552	(223,065)	1,080,511
Balance 31 December	14,193,182	11,709,790	13,165,373	14,267,085	11,709,790	13,221,536
Equity investment revaluation reserves						
Balance at 1 January	-	-	-	-	-	-
Net change in fair value	-	-	-	-	-	-
Transfer to accumulated surplus/deficit on disposal	-	-	-	-	-	-
Balance 31 December	-	-	-	-	-	-
Total equity	14,193,182	11,709,790	13,165,373	14,267,085	11,709,790	13,221,536

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

Pakūranga College

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets							
Cash and Cash Equivalents	7	4,872,058	1,853,445	2,735,484	4,881,519	1,853,445	2,737,518
Accounts Receivable	8	1,582,369	1,457,220	1,615,477	1,590,896	1,457,220	1,616,057
GST Receivable		57,973	-	58,863	57,973	-	58,863
Prepayments		90,182	75,000	82,693	90,182	75,000	82,693
Inventories	9	1,771	2,000	2,097	1,771	2,000	2,097
Investments	10	7,010,082	6,000,000	7,000,000	7,066,302	6,000,000	7,053,550
Funds receivable for Capital Works Projects	16	246,563	120,000	293,988	246,563	120,000	293,988
		<u>13,860,998</u>	<u>9,507,665</u>	<u>11,788,602</u>	<u>13,935,206</u>	<u>9,507,665</u>	<u>11,844,766</u>
Current Liabilities							
GST Payable		-	9,476	-	-	9,476	-
Accounts Payable	12	2,708,015	2,616,355	2,133,314	2,708,319	2,616,355	2,133,314
Revenue Received in Advance	13	3,851,936	2,713,124	3,418,250	3,851,936	2,713,124	3,418,250
Provision for Cyclical Maintenance	14	978,147	608,914	544,145	978,147	608,914	544,145
Finance Lease Liability	15	63,746	255,059	94,191	63,746	255,059	94,191
Funds held for Capital Works Projects	16	191,440	-	-	191,440	-	-
		<u>7,793,284</u>	<u>6,202,928</u>	<u>6,189,900</u>	<u>7,793,589</u>	<u>6,202,928</u>	<u>6,189,900</u>
Working Capital Surplus/(Deficit)		6,067,713	3,304,737	5,598,702	6,141,618	3,304,737	5,654,866
Non-current Assets							
Property, Plant and Equipment	11	8,432,637	9,141,662	8,265,836	8,432,636	9,141,662	8,265,836
		<u>8,432,637</u>	<u>9,141,662</u>	<u>8,265,836</u>	<u>8,432,636</u>	<u>9,141,662</u>	<u>8,265,836</u>
Non-current Liabilities							
Provision for Cyclical Maintenance	14	281,616	577,914	621,985	281,616	577,914	621,985
Finance Lease Liability	15	25,553	158,695	77,180	25,553	158,695	77,180
		<u>307,169</u>	<u>736,609</u>	<u>699,165</u>	<u>307,169</u>	<u>736,609</u>	<u>699,165</u>
Net Assets		<u>14,193,182</u>	<u>11,709,790</u>	<u>13,165,373</u>	<u>14,267,085</u>	<u>11,709,790</u>	<u>13,221,536</u>
Equity:							
Accumulated comprehensive revenue and expense		14,193,182	11,709,790	13,165,373	14,267,085	11,709,790	13,221,536
Equity investment revaluation reserves		-	-	-	-	-	-
Total equity		<u>14,193,182</u>	<u>11,709,790</u>	<u>13,165,373</u>	<u>14,267,085</u>	<u>11,709,790</u>	<u>13,221,536</u>

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

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities							
Government Grants		6,158,843	5,994,642	6,097,353	6,158,843	5,994,642	6,097,353
Locally Raised Funds		1,169,401	582,076	1,093,207	1,177,106	582,076	1,104,017
International Students		3,208,195	2,502,477	3,023,731	3,208,195	2,502,477	3,023,731
Goods and Services Tax (net)		890	(3,000)	(62,592)	890	(3,000)	(62,592)
Payments to Employees		(3,445,722)	(4,430,503)	(3,820,657)	(3,445,722)	(4,430,503)	(3,820,657)
Payments to Suppliers		(5,032,899)	(3,300,926)	(4,247,712)	(5,033,231)	(3,300,926)	(4,248,181)
Interest Paid		(11,374)	(11,349)	(14,621)	(11,374)	(11,349)	(14,621)
Interest Received		429,459	250,350	376,410	432,183	250,350	378,021
Net cash from / (to) the Operating Activities		2,476,793	1,583,767	2,445,119	2,486,890	1,583,767	2,457,071
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(2,500)	47,830	-	(2,500)	47,830
Purchase of Property Plant & Equipment (and Intangibles)		(1,284,407)	(824,543)	(1,139,595)	(1,284,407)	(824,543)	(1,139,595)
Purchase of Investments		(10,082)	(1,000,000)	(3,000,000)	(12,752)	(1,000,000)	(3,053,550)
Proceeds from Sale of Investments		-	-	-	-	-	-
Net cash from / (to) the Investing Activities		(1,294,489)	(1,827,043)	(4,091,765)	(1,297,159)	(1,827,043)	(4,145,315)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	-	213,938	-	-	213,938
Finance Lease Payments		(27,284)	145,384	(67,839)	(27,284)	145,384	(67,839)
Funds Administered on Behalf of Other Parties		981,554	(45,000)	(209,146)	981,554	(45,000)	(209,145)
Net cash from / (to) Financing Activities		954,270	100,384	(63,047)	954,270	100,384	(63,046)
Net increase/(decrease) In cash and cash equivalents		2,136,574	(142,892)	(1,709,693)	2,144,001	(142,892)	(1,751,290)
Cash and cash equivalents at the beginning of the year	7	2,735,484	1,996,337	4,445,177	2,737,518	1,996,337	4,488,808
Cash and cash equivalents at the end of the year	7	4,872,058	1,853,445	2,735,484	4,881,519	1,853,445	2,737,518

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

Pakūranga College

Notes to the Group Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Pakūranga College 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 Pakūranga College Group (the 'Group') consists of Pakūranga College and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

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

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

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

Measurement Base

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

Presentation Currency

These consolidated 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 consolidated 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 Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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 Group. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

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.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 24.

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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 Group 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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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 Consolidated 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 consolidated 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 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings and Improvements	50 years
Furniture and Equipment	10 years
Ground Improvements	20 years
Information and Communication Technology	3 years
Motor Vehicles	5 years
Music Equipment	20 years
Sports Equipment	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group 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.

k) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and 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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the Group 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 Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group be unable to provide the services to which they relate.

m) Funds held for Capital works

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



n) 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 Group sites 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.

o) Financial Instruments

The Group'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'. The Group'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.

p) 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 Group has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

q) Goods and Services Tax (GST)

The consolidated 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 consolidated statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	4,817,717	4,825,581	4,717,140	4,817,717	4,825,581	4,717,140
Teachers' Salaries Grants	14,854,426	14,040,000	14,034,445	14,854,426	14,040,000	14,034,445
Use of Land and Buildings Grants	3,924,508	4,000,000	4,194,612	3,924,508	4,000,000	4,194,612
Other Government Grants	1,488,076	1,136,061	1,497,243	1,488,076	1,136,061	1,497,243
	25,084,727	24,001,642	24,443,440	25,084,727	24,001,642	24,443,440

3. Locally Raised Funds

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue						
Fees for Extra Curricular Activities	400,548	292,068	475,915	400,548	292,068	475,915
Donations and Bequests	75,939	30,000	43,612	75,939	30,000	43,612
Fundraising & Community Grants	62,000	-	15,000	62,000	-	15,000
Trading	188,160	169,028	256,097	188,160	169,028	256,097
Other Revenue	271,016	62,980	260,273	286,846	62,980	271,083
International Student Fees	2,908,961	2,502,477	2,384,059	2,908,961	2,502,477	2,384,059
	3,906,624	3,056,553	3,434,956	3,922,454	3,056,553	3,445,766
Expenses						
Extra Curricular Activities Costs	938,851	870,001	871,378	938,851	870,001	871,378
Trading	14,536	15,300	24,492	14,536	15,300	24,492
Other Locally Raised Funds Expenditure	-	-	-	596	-	409
International Student - Employee Benefits - Salaries	429,159	448,295	428,937	429,159	448,295	428,937
International Student - Other Expenses	689,430	700,322	647,739	689,430	700,322	647,739
	2,071,976	2,033,918	1,972,546	2,072,572	2,033,918	1,972,955
	1,834,648	1,022,635	1,462,410	1,849,882	1,022,635	1,472,811

Surplus/ (Deficit) for the year Locally Raised Funds

4. Learning Resources

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	635,240	787,399	639,273	635,240	787,399	639,273
Information and Communication Technology	248,038	251,577	238,212	248,038	251,577	238,212
Co Curricular Activities	206,558	42,771	198,997	206,558	42,771	198,997
Employee Benefits - Salaries	17,046,828	16,706,437	16,402,284	17,046,828	16,706,437	16,402,284
Staff Development	87,095	124,450	146,652	87,095	124,450	146,652
Depreciation	950,788	800,000	851,705	950,788	800,000	851,705
Other Learning Resource Expenses	20,109	32,750	23,453	20,109	32,750	23,453
	19,194,656	18,745,384	18,500,576	19,194,656	18,745,384	18,500,576

5. Administration

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fee	15,607	14,560	14,094	15,607	14,560	14,094
Board Fees and Expenses	31,372	28,575	18,175	31,372	28,575	18,175
Legal Fees	26,938	10,000	3,607	26,938	10,000	3,607
Other Administration Expenses	163,322	196,735	185,618	163,362	196,735	185,678
Employee Benefits - Salaries	721,306	747,109	742,499	721,306	747,109	742,499
Insurance	73,795	64,043	59,049	73,795	64,043	59,049
	1,032,340	1,061,022	1,023,042	1,032,380	1,061,022	1,023,102

6. Property

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	399,006	410,236	389,623	399,006	410,236	389,623
Cyclical Maintenance Provision	125,863	100,000	61,920	125,863	100,000	61,920
Grounds	138,191	122,955	123,482	138,191	122,955	123,482
Heat, Light and Water	345,814	380,000	331,642	345,814	380,000	331,642
Repairs and Maintenance	830,022	387,027	424,023	830,022	387,027	424,023
Use of Land and Buildings	3,924,508	4,000,000	4,194,612	3,924,508	4,000,000	4,194,612
Employee Benefits - Salaries	178,113	254,539	170,870	178,113	254,539	170,870
Other Property Expenses	24,941	22,680	21,936	24,941	22,680	21,936
	5,966,458	5,677,437	5,718,108	5,966,458	5,677,437	5,718,108

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 \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	4,872,058	1,853,445	2,735,484	4,881,519	1,853,445	2,737,518
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	4,872,058	1,853,445	2,735,484	4,881,519	1,853,445	2,737,518

Of the \$4,872,058 Cash and Cash Equivalents \$4,043,376 is subject to restrictions for the following reasons:

- \$332,155 of unspent funding is subject to conditions which specify how the funding is required to be spent. If these conditions are not met, the
- \$3,519,781 of international student fees relating to the 2026 and 2027 school years have been collected by the school. This is included in
- \$191,440 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

8. Accounts Receivable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	15,882	20,000	39,220	24,007	20,000	39,220
Receivables from the Ministry of Education	6,040	-	5,166	6,040	-	5,166
Interest Receivable	83,271	22,624	185,764	83,673	22,624	166,344
Teacher Salaries Grant Receivable	1,477,176	1,414,596	1,405,327	1,477,176	1,414,596	1,405,327
	1,582,369	1,457,220	1,615,477	1,590,896	1,457,220	1,616,057
Receivables from Exchange Transactions	99,153	42,624	204,984	107,680	42,624	205,564
Receivables from Non-Exchange Transactions	1,483,216	1,414,596	1,410,493	1,483,216	1,414,596	1,410,493
	1,582,369	1,457,220	1,615,477	1,590,896	1,457,220	1,616,057

9. Inventories

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	1,771	2,000	2,097	1,771	2,000	2,097
	1,771	2,000	2,097	1,771	2,000	2,097

10. Investments

The Group and School's investments are classified as follows:

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset						
Short-term Bank Deposits	7,010,082	6,000,000	7,000,000	7,066,302	6,000,000	7,053,550
	7,010,082	6,000,000	7,000,000	7,066,302	6,000,000	7,053,550
Total Investments	7,010,082	6,000,000	7,000,000	7,066,302	6,000,000	7,053,550

11. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings and Improvements	5,206,473	60,437	(32,281)	-	(143,736)	5,090,893
Furniture and Equipment	1,163,515	232,064	(1,421)	-	(225,888)	1,168,270
Ground Improvements	373,182	303,671	-	-	(55,609)	621,244
Information and Communication Technology	626,596	361,508	-	-	(372,920)	615,184
Motor Vehicles	268	215,038	-	-	(32,927)	182,379
Music Equipment	54,848	14,215	-	-	(6,058)	63,005
Sports Equipment	54,187	13,549	-	-	(17,179)	50,557
Textbooks	21,143	10,219	-	-	(10,301)	21,061
Leased Assets	141,427	14,524	-	-	(68,073)	87,878
Library Resources	134,220	21,116	-	-	(18,097)	137,239
Work in Progress	489,977	618,451	(713,502)	-	-	394,926
	8,265,836	1,864,792	(747,204)	-	(950,788)	8,432,636

GROUP

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings and Improvements	6,644,051	(1,553,160)	5,090,891	6,634,042	(1,427,569)	5,206,473
Furniture and Equipment	3,778,811	(2,610,540)	1,168,271	3,717,620	(2,554,105)	1,163,515
Ground Improvements	874,381	(253,137)	621,244	572,806	(199,624)	373,182
Information and Communication Technology	3,657,470	(3,042,285)	615,185	4,087,538	(3,460,942)	626,596
Motor Vehicles	370,296	(187,917)	182,379	210,853	(210,585)	268
Music Equipment	186,153	(123,147)	63,006	171,938	(117,090)	54,848
Sports Equipment	258,250	(207,693)	50,557	244,701	(190,514)	54,187
Textbooks	105,455	(84,394)	21,061	260,704	(239,561)	21,143
Leased Assets	366,653	(278,775)	87,878	520,159	(378,732)	141,427
Library Resources	492,921	(355,682)	137,239	471,805	(337,585)	134,220
Work in Progress	394,926	-	394,926	489,977	-	489,977
	17,129,367	(8,696,730)	8,432,636	17,382,143	(9,116,307)	8,265,836

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings and Improvements	5,206,473	60,437	(32,281)	-	(143,736)	5,090,893
Furniture and Equipment	1,163,515	232,064	(1,421)	-	(225,888)	1,168,270
Ground Improvements	373,182	303,671	-	-	(55,609)	621,244
Information and Communication Technology	626,596	361,508	-	-	(372,920)	615,184
Motor Vehicles	268	215,038	-	-	(32,927)	182,379
Music Equipment	54,848	14,215	-	-	(6,058)	63,005
Sports Equipment	54,187	13,549	-	-	(17,179)	50,557
Textbooks	21,143	10,219	-	-	(10,301)	21,061
Leased Assets	141,427	14,524	-	-	(68,073)	87,878
Library Resources	134,220	21,116	-	-	(18,097)	137,239
Work in Progress	489,977	618,451	(713,502)	-	-	394,926
	8,265,836	1,864,792	(747,204)	-	(950,788)	8,432,636

SCHOOL

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings and Improvements	6,644,051	(1,553,160)	5,090,891	6,634,042	(1,427,569)	5,206,473
Furniture and Equipment	3,778,811	(2,610,540)	1,168,271	3,717,620	(2,554,105)	1,163,515
Ground Improvements	874,381	(253,137)	621,244	572,806	(199,624)	373,182
Information and Communication Technology	3,657,470	(3,042,285)	615,185	4,087,538	(3,460,942)	626,596
Motor Vehicles	370,296	(187,917)	182,379	210,853	(210,585)	268
Music Equipment	186,153	(123,147)	63,006	171,938	(117,090)	54,848
Sports Equipment	258,250	(207,693)	50,557	244,701	(190,514)	54,187
Textbooks	105,455	(84,394)	21,061	260,704	(239,561)	21,143
Leased Assets	366,653	(278,775)	87,878	520,159	(378,732)	141,427
Library Resources	492,921	(355,682)	137,239	471,805	(337,585)	134,220
Work in Progress	394,926	-	394,926	489,977	-	489,977
	17,129,367	(8,696,730)	8,432,637	17,382,143	(9,116,307)	8,265,836

The net carrying value of furniture and equipment held under a finance lease is \$87,878 (2024: \$141,427)

The net carrying value of motor vehicles held under a finance lease is \$000 (2024: \$000)

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.

12. Accounts Payable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	945,418	553,294	359,214	945,418	553,294	359,214
Accruals	120,819	319,364	135,732	121,124	319,364	135,732
Employee Entitlements - Salaries	1,610,721	1,693,697	1,586,230	1,610,721	1,693,697	1,586,230
Employee Entitlements - Leave Accrual	31,056	50,000	52,138	31,056	50,000	52,138
	<u>2,708,014</u>	<u>2,616,355</u>	<u>2,133,314</u>	<u>2,708,319</u>	<u>2,616,355</u>	<u>2,133,314</u>
Payables for Exchange Transactions	2,708,014	2,616,355	2,133,314	2,708,319	2,616,355	2,133,314
	<u>2,708,014</u>	<u>2,616,355</u>	<u>2,133,314</u>	<u>2,708,319</u>	<u>2,616,355</u>	<u>2,133,314</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	59,103	-	73,051	59,103	-	73,051
International Student Fees in Advance	3,519,781	2,579,000	3,220,547	3,519,781	2,579,000	3,220,547
Other revenue in Advance	273,052	134,124	124,652	273,052	134,124	124,652
	<u>3,851,936</u>	<u>2,713,124</u>	<u>3,418,250</u>	<u>3,851,936</u>	<u>2,713,124</u>	<u>3,418,250</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	School and Group 2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	1,166,130	861,828	1,150,449
Increase to the Provision During the Year	125,863	425,000	61,920
Use of the Provision During the Year	(32,230)	(100,000)	(46,239)
Provision at the End of the Year	<u>1,259,763</u>	<u>1,186,828</u>	<u>1,166,130</u>
Cyclical Maintenance - Current	978,147	608,914	544,145
Cyclical Maintenance - Non current	281,616	577,914	621,985
	<u>1,259,763</u>	<u>1,186,828</u>	<u>1,166,130</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's painting plan.

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 plan.

15. Finance Lease Liability

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	65,731	262,070	105,134	65,731	262,070	105,134
Later than One Year	30,720	163,058	82,125	30,720	163,058	82,125
Future Finance Charges	(7,152)	(11,374)	(15,888)	(7,152)	(11,374)	(15,888)
	<u>89,299</u>	<u>413,754</u>	<u>171,371</u>	<u>89,299</u>	<u>413,754</u>	<u>171,371</u>
Represented by						
Finance lease liability - Current	63,746	255,059	94,191	63,746	255,059	94,191
Finance lease liability - Non-current	25,553	158,695	77,180	25,553	158,695	77,180
	<u>89,299</u>	<u>413,754</u>	<u>171,371</u>	<u>89,299</u>	<u>413,754</u>	<u>171,371</u>

16. Funds Held for Capital Works Projects

During the year the School and Group 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 per note 9, and includes retentions on the projects, if applicable.

School and Group

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Nelson Blocks Moisture Issues	Completed	(276,268)	168,201	(19,599)	127,666	0
Cribb Wall	In progress	(8,200)	-	(300)	-	(8,500)
Heating System	In progress	(9,520)	-	(4,975)	-	(14,495)
Art Block Remedials	In progress	-	168,298	(143,996)	-	24,302
Roofing Projects	In progress	-	136,160	(102,590)	-	33,570
Hall & Music Block Upgrade	In progress	-	333,700	(538,881)	-	(205,181)
Pamela Stone Drainage	In progress	-	42,847	(61,233)	-	(18,387)
Classroom Upgrades	In progress	-	577,445	(443,876)	-	133,569
Totals		(293,988)	1,426,650	(1,315,451)	127,666	(55,122)

Represented by:

Funds Held on Behalf of the Ministry of Education	191,440
Funds Receivable from the Ministry of Education	(246,563)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in an expense being charged to repairs and maintenance under note 6.

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Nelson Blocks Moisture Issues		(53,863)	750,000	(972,405)	-	(276,268)
Performing Arts Development		(27,460)	-	-	27,460	-
Cribb Wall		-	-	(8,200)	-	(8,200)
Heating System		-	-	(9,520)	-	(9,520)
Totals		(81,323)	750,000	(990,125)	27,460	(293,988)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(293,988)

17. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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 (School)

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,440	4,695
<i>Leadership Team</i>		
Remuneration	1,280,900	1,264,630
Full-time equivalent members	8	8
Total key management personnel remuneration	1,285,340	1,269,325

There are 8 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance & Property (4 members) committee that meet 9 times per year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 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	250-260	150-160
Benefits and Other Emoluments	10-15	1-5
Termination Benefits	-	-

Principal 2

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	-	60-70
Benefits and Other Emoluments	-	1-5
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	44	30
110-120	32	21
120-130	16	11
130-140	5	3
140-150	-	3
160-170	1	-
	<u>98.00</u>	<u>68.00</u>

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:

School	2025 Actual	2024 Actual
Total	10-15	-
Number of People	1	-

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 \$3,413,372 (2024:\$479,921) as a result of entering the following contracts:

Contract Name	2025 Capital Commitment \$
New Era IT Limited	191,315
Ngāi Tai ki Tāmaki	10,000
Canon New Zealand Limited	24,625
Miro Project Management Limited - Hall & Music Block Roofing & Hall upgrade	624,275
Miro Project Management Limited - Reception Upgrade	95,896
Shade Systems NZ Limited	1,866,871
Rodgers Builders Limited- Art Block Remediation	39,925
Rodgers Builders Limited - Classroom Upgrades	509,254
Luijten Landscaping Limited	51,211
Total	<u><u>3,413,372</u></u>

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 \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	4,872,058	1,853,445	2,735,484	4,881,519	1,853,445	2,737,518
Receivables	1,582,369	1,457,220	1,615,477	1,590,896	1,457,220	1,616,057
Investments - Term Deposits	7,010,082	6,000,000	7,000,000	7,066,302	6,000,000	7,053,550
Total financial assets measured at amortised cost	<u><u>13,464,509</u></u>	<u><u>9,310,665</u></u>	<u><u>11,350,961</u></u>	<u><u>13,538,718</u></u>	<u><u>9,310,665</u></u>	<u><u>11,407,125</u></u>

Financial liabilities measured at amortised cost

Payables	2,708,014	2,616,355	2,133,314	2,708,319	2,616,355	2,133,314
Finance Leases	89,299	413,754	171,371	89,299	413,754	171,371
Total financial liabilities measured at amortised cost	<u>2,797,313</u>	<u>3,030,109</u>	<u>2,304,685</u>	<u>2,797,618</u>	<u>3,030,109</u>	<u>2,304,685</u>

Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	-	-	-	-	-	-
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Fair value estimation

Equity investments held have been revalued to the quoted value at year end.

23. Events After Balance Date

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

24. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2025	2024	2025	2024
Pakuranga College Foundation Trust	Raising Funds	Auckland, New Zealand	100%	100%	-	-

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the trust prohibited from paying dividends (or similar distributions) to the School.

25. 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 PAKURANGA COLLEGE AND GROUP'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Pakuranga College (the School) and its subsidiaries and controlled entities (the Group). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School and the Group on pages 2 to 17 in Section 2, 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 and the Group's 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 06 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 and the Group 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 and the Group'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 and the Group, 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 and the Group'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 and the Group'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 and the Group 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 plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the Group as a basis for forming an opinion on the financial statements of the Group. We are responsible for the direction, supervision and review of the audit work performed for the purposes of the group audit. We remain solely responsible for our audit opinion.

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 Financial Responsibility, 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 Financial Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding .

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

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

Independence

We are independent of the School and the Group 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 or any of its subsidiaries.

A handwritten signature in blue ink that reads 'Cameron Town'.

Cameron Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand