

CAMBRIDGE HIGH SCHOOL



CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 142
Principal: Greg Thornton
School Address: Swaynes Road, Cambridge
School Postal Address: Private Bag 882, Cambridge 3450
School Phone: 07 827 5415
School Email: CHS1stcontact@camhigh.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Jim Goodrich	Presiding Member	Elected	May-25
Helen Martens	Presiding Member	Resigned	Dec-24
Greg Thornton	Principal	ex Officio	
Niki Adam	Trustee	Re-elected	May-25
Jordan Newlands	Staff Representative	Elected	May-25
Corren Ngerenge	Trustee	Re-Elected	May-25
Nick Andree-Wiltens	Trustee	Co-Opted	May-25
Warren Smith	Trustee	Selected	May-25
Amanda Joe	Trustee	Co-Opted	May-25
Cameron Hill	Student Representative	Elected	Sept-25
Riley Mitchell	Student Representative	Elected	Sept-24

Accountant / Service Provider:



Auditor

PKF Hamilton Audit Limited

CAMBRIDGE HIGH SCHOOL

Consolidated Annual Financial Statements - For the year ended 31 December 2024

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Cambridge High School

Statement of Responsibility

For the year ended 31 December 2024

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

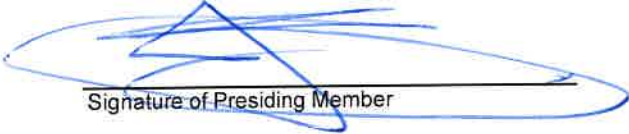
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the group.

The Group's 2024 consolidated financial statements are authorised for issue by the Board.

JAMES FRANCIS GOODALEY

Full Name of Presiding Member



Signature of Presiding Member

26 May 2025

Date:

Carol Webb

Full Name of Acting Principal



Signature of Acting Principal

26 May 2025

Date:

Cambridge High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Revenue							
Government Grants	2	20,736,920	18,921,987	19,415,244	20,736,920	18,921,987	19,415,244
Locally Raised Funds	3	2,217,289	1,453,275	1,946,069	2,231,539	1,453,275	1,956,069
Interest		216,623	60,000	152,185	271,251	60,000	181,194
Gain on Sale of Property, Plant and Equipment		16,001	-	506	16,001	-	506
Other Revenue		-	-	-	-	-	-
Total Revenue		23,186,833	20,435,262	21,514,004	23,255,711	20,435,262	21,553,013
Expense							
Locally Raised Funds	3	1,141,059	329,500	1,184,818	1,162,733	329,500	1,221,229
Learning Resources	4	15,330,240	14,397,150	14,639,071	15,330,241	14,397,150	14,639,071
Administration	5	1,676,278	1,336,212	1,665,208	1,679,021	1,336,212	1,668,898
Interest		5,510	-	6,146	5,510	-	6,146
Property	6	5,034,532	4,370,900	4,655,521	5,034,532	4,370,900	4,655,521
Other Expense		-	-	-	-	-	-
Loss on Disposal of Property, Plant and Equipment		2,557	-	1,428	2,557	-	1,428
Total expense		23,190,176	20,433,762	22,152,192	23,214,594	20,433,762	22,192,293
Net Surplus / (Deficit) for the year		(3,343)	1,500	(638,188)	41,117	1,500	(639,280)
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		(3,343)	1,500	(638,188)	41,117	1,500	(639,280)

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.

Cambridge High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

Notes	2024	School	2023	2024	Group	2023
	Actual	2024 Budget (Unaudited)	Actual	Actual	2024 Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Equity at 1 January	6,501,277	6,501,277	6,368,778	7,074,825	6,501,277	6,943,418
Total comprehensive revenue and expense for the year	(3,343)	1,500	(638,188)	41,117	1,500	(639,280)
Contributions from the Ministry of Education	-	-	255,821	-	-	255,821
Distributions to the Ministry of Education	(238,127)	-	-	(238,127)	-	-
Contribution - Furniture and Equipment Grant	-	-	514,866	-	-	514,866
Equity at 31 December	6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825
Accumulated comprehensive revenue and expense	6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825
Reserves	-	-	-	-	-	-
Equity at 31 December	6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	6,501,277	6,501,277	6,368,778	7,074,825	6,501,277	6,943,418
Contributions from the Ministry of Education	-	-	255,821	-	-	255,821
Distributions to the Ministry of Education	(238,127)	-	-	(238,127)	-	-
Contribution - Furniture and Equipment Grant	-	-	514,866	-	-	514,866
Surplus/(deficit) for the year	(3,343)	1,500	(638,188)	41,117	1,500	(639,280)
Balance 31 December	6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825
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	6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825

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.

Cambridge High School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets							
Cash and Cash Equivalents	7	1,033,315	471,594	1,069,381	1,124,655	471,594	1,142,702
Accounts Receivable	8	1,191,700	1,122,106	1,122,106	1,191,700	1,122,106	1,129,384
GST Receivable		58,270	51,781	51,781	58,270	51,781	51,781
Prepayments		30,635	34,588	34,588	30,635	34,588	34,588
Investments	9	1,764,728	1,964,728	1,964,728	2,051,638	1,964,728	2,227,863
Funds receivable for Capital Works Projects	17	130,000	-	74,623	130,000	-	74,623
		4,208,648	3,644,797	4,317,207	4,586,898	3,644,797	4,660,941
Current Liabilities							
GST Payable		-	-	-	-	-	-
Accounts Payable	11	1,561,312	1,479,029	1,479,029	1,575,714	1,479,029	1,496,079
Borrowings	12	40,328	40,328	40,328	40,328	40,328	40,328
Revenue Received in Advance	13	1,276,562	1,407,370	1,407,370	1,273,937	1,407,370	1,407,370
Provision for Cyclical Maintenance	14	65,628	283,390	283,390	65,628	283,390	283,390
Finance Lease Liability	15	37,473	21,526	30,261	37,473	21,526	30,261
Funds held in Trust	16	347,749	88,829	88,829	345,749	88,829	88,829
Funds held for Capital Works Projects	17	27,046	-	203,321	27,046	-	203,321
Funds held on behalf of School Cluster	18	139,450	-	-	139,450	-	-
		3,495,548	3,320,472	3,532,528	3,505,325	3,320,472	3,549,578
Working Capital Surplus/(Deficit)		713,100	324,325	784,679	1,081,573	324,325	1,111,363
Non-current Assets							
Investments	9	-	-	-	249,530	-	246,864
Property, Plant and Equipment	10	6,026,176	6,527,324	6,127,324	6,026,176	6,527,324	6,127,324
		6,026,176	6,527,324	6,127,324	6,275,706	6,527,324	6,374,188
Non-current Liabilities							
Borrowings	12	70,574	70,574	110,902	70,574	70,574	110,902
Provision for Cyclical Maintenance	14	366,018	277,105	277,105	366,018	277,105	277,105
Finance Lease Liability	15	42,872	1,193	22,719	42,872	1,193	22,719
Funds held in Trust	16	-	-	-	-	-	-
		479,464	348,872	410,726	479,464	348,872	410,726
Net Assets		6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825
Equity:							
Accumulated comprehensive revenue and expense		6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825
Equity investment revaluation reserves		-	-	-	-	-	-
Total equity		6,259,812	6,502,777	6,501,277	6,877,815	6,502,777	7,074,825

Cambridge High School

Statement of Cash Flows

For the year ended 31 December 2024

	Notes	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities							
Government Grants		5,050,526	3,943,824	4,671,066	5,050,526	3,943,824	4,671,066
Locally Raised Funds		1,416,749	786,388	1,190,220	1,428,374	786,388	1,167,008
International Students		694,174	1,063,157	1,152,119	694,174	1,063,157	1,152,119
Goods and Services Tax (net)		(6,483)	(39,743)	(39,747)	(6,488)	(39,743)	(39,747)
Payments to Employees		(3,713,071)	(2,562,062)	(3,396,412)	(3,713,071)	(2,562,062)	(3,396,412)
Payments to Suppliers		(3,433,372)	(2,344,241)	(3,147,003)	(3,485,623)	(2,344,241)	(3,152,604)
Interest Paid		(5,510)	-	(6,146)	(5,510)	-	(6,146)
Interest Received		244,960	29,515	121,700	293,934	29,515	143,431
Net cash from / (to) the Operating Activities		247,973	876,838	545,797	256,316	876,838	538,715
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		13,444	-	506	13,444	-	506
Purchase of Property Plant & Equipment (and Intangibles)		(350,893)	(1,118,342)	(970,470)	(413,111)	(1,118,342)	(970,470)
Purchase of Investments		-	-	-	-	-	(5,714)
Proceeds from Sale of Investments		200,000	-	-	173,549	-	-
Net cash from / (to) the Investing Activities		(137,449)	(1,118,342)	(969,964)	(226,118)	(1,118,342)	(975,678)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	-	514,866	-	-	514,866
Distributions to Ministry of Education		(200,000)	-	-	(200,000)	-	-
Finance Lease Payments		(34,853)	(20,578)	(17,934)	27,365	(20,578)	(17,934)
Loans Received		(40,328)	(40,328)	-	(40,328)	(40,328)	-
Repayment of Loans		-	-	(40,328)	-	-	(40,328)
Funds Administered on Behalf of Other Parties		128,591	16,891	(86,904)	164,718	16,891	(86,904)
Net cash from / (to) Financing Activities		(146,590)	(44,015)	369,700	(48,245)	(44,015)	369,700
Net increase/(decrease) in cash and cash equivalents		(36,066)	(285,519)	(54,467)	(18,047)	(285,519)	(67,263)
Cash and cash equivalents at the beginning of the year	7	1,069,381	757,113	1,123,848	1,142,702	757,113	1,209,965
Cash and cash equivalents at the end of the year	7	1,033,315	471,594	1,069,381	1,124,655	471,594	1,142,702

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.

Cambridge High School

Notes to the Group Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Cambridge High School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Cambridge High School Group (the 'Group') consists of Cambridge High School 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 2024 to 31 December 2024 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 10.

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 23.

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 26.

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) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the Group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

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:

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

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the Group engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transactions for the same or similar asset(s) in an active market for that asset(s).

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

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

k) 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.

l) 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.

m) 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.

n) Funds Held in Trust

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

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

o) Funds held for Capital works

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

p) Shared Funds

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

q) Provision for Cyclical Maintenance

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

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

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

s) Borrowings

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

t) Goods and Services Tax (GST)

The 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.

u) Budget Figures

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

v) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Other Government Grants

2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
4,925,746	3,823,947	4,695,972	4,925,746	3,823,947	4,695,972
11,477,458	11,500,000	11,218,610	11,477,458	11,500,000	11,218,610
4,243,676	3,500,000	3,414,910	4,243,676	3,500,000	3,414,910
90,040	98,040	85,752	90,040	98,040	85,752
20,736,920	18,921,987	19,415,244	20,736,920	18,921,987	19,415,244

3. Locally Raised Funds

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

Revenue

Fees for Extra Curricular Activities
Donations and Bequests
Fundraising & Community Grants
Other Revenue
International Student Fees

2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
1,184,825	267,019	939,387	1,184,825	267,019	939,387
33,170	505,687	63,939	47,420	505,687	73,939
151,874	18,500	160,923	151,874	18,500	160,923
39,859	25,000	55,789	39,859	25,000	55,789
807,561	637,069	726,031	807,561	637,069	726,031
2,217,289	1,453,275	1,946,069	2,231,539	1,453,275	1,956,069

Expenses

Extra Curricular Activities Costs
Fundraising and Community Grant Costs
Other Locally Raised Funds Expenditure
International Student - Employee Benefits - Salaries
International Student - Other Expenses

2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
813,814	49,000	852,478	813,814	49,000	852,478
6,315	-	8,512	27,989	-	44,923
9,240	-	500	9,240	-	500
123,415	85,000	111,051	123,415	85,000	111,051
188,275	195,500	212,277	188,275	195,500	212,277
1,141,059	329,500	1,184,818	1,162,733	329,500	1,221,229

Surplus/ (Deficit) for the year Locally Raised Funds

1,076,230	1,123,775	761,251	1,068,806	1,123,775	734,840
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Donations include a \$10,000 grant from Grassroots Trust which was spent on new cricket uniforms.

4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resource Expenses

2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
820,474	1,065,010	635,234	820,474	1,065,010	635,234
112,744	156,000	126,947	112,744	156,000	126,947
13,776,732	13,099,700	13,323,053	13,776,732	13,099,700	13,323,053
57,472	76,440	64,149	57,472	76,440	64,149
514,258	-	440,224	514,259	-	440,224
48,560	-	49,464	48,560	-	49,464
15,330,240	14,397,150	14,639,071	15,330,241	14,397,150	14,639,071

5. Administration

Audit Fee
Board Fees and Expenses
Other Administration Expenses
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy

2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
15,088	11,000	12,160	18,699	11,000	15,210
59,315	38,107	36,167	59,315	38,107	36,167
381,850	363,105	444,490	380,982	363,105	445,130
1,175,589	900,000	1,119,002	1,175,589	900,000	1,119,002
34,534	14,000	43,991	34,534	14,000	43,991
9,902	10,000	9,398	9,902	10,000	9,398
1,676,278	1,336,212	1,665,208	1,679,021	1,336,212	1,668,898

6. Property

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	317,493	300,000	336,090	317,493	300,000	336,090
Cyclical Maintenance Provision	(119,938)	-	330,310	(119,938)	-	330,310
Heat, Light and Water Rates	124,527	120,000	115,306	124,527	120,000	115,306
Repairs and Maintenance	46,288	20,000	31,035	46,288	20,000	31,035
Use of Land and Buildings	176,263	219,900	169,802	176,263	219,900	169,802
Employee Benefits - Salaries	4,243,676	3,500,000	3,414,910	4,243,676	3,500,000	3,414,910
Other Property Expenses	135,462	81,000	165,554	135,462	81,000	165,554
	110,761	130,000	92,514	110,761	130,000	92,514
	5,034,532	4,370,900	4,655,521	5,034,532	4,370,900	4,655,521

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

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	1,033,315	471,594	1,069,381	1,124,655	471,594	1,142,702
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	1,033,315	471,594	1,069,381	1,124,655	471,594	1,142,702

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

Of the \$1,124,655 Cash and Cash Equivalents and \$1,764,728 term deposits, \$27,046 is held by the Group on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,124,655 Cash and Cash Equivalents and \$1,764,728 term deposits, \$1,273,937 of Revenue Received in Advance is held by the Group, as disclosed in note 13.

Of the \$1,124,655 Cash and Cash Equivalents and \$1,764,728 term deposits, \$139,450 is held by the School on behalf of the Cluster/Transport Network. See note 18 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	53,296	54,752	54,752	53,296	54,752	54,752
Receivables from the Ministry of Education	-	57,726	57,726	-	57,726	57,726
Interest Receivable	24,391	52,728	52,728	24,391	52,728	60,006
Teacher Salaries Grant Receivable	1,114,013	956,900	956,900	1,114,013	956,900	956,900
	1,191,700	1,122,106	1,122,106	1,191,700	1,122,106	1,129,384
Receivables from Exchange Transactions	77,687	107,480	107,480	77,687	107,480	114,758
Receivables from Non-Exchange Transactions	1,114,013	1,014,626	1,014,626	1,114,013	1,014,626	1,014,626
	1,191,700	1,122,106	1,122,106	1,191,700	1,122,106	1,129,384

9. Investments

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

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset						
Short-term Bank Deposits	1,764,728	1,964,728	1,964,728	2,051,638	1,964,728	2,227,863
	1,764,728	1,964,728	1,964,728	2,051,638	1,964,728	2,227,863
Non-current Asset						
Equity Investments	-	-	-	249,530	-	246,864
	-	-	-	249,530	-	246,864
Total Investments	1,764,728	1,964,728	1,964,728	2,301,168	1,964,728	2,474,727

10. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	4,176,293	12,922	-	-	(109,768)	4,079,447
Furniture and Equipment	554,201	69,468	-	-	(82,507)	541,162
Information and Communication Technology	656,120	150,069	-	-	(136,857)	669,332
Motor Vehicles	15,387	1,500	-	-	(4,414)	12,473
Textbooks	35,099	5,622	-	-	(7,385)	33,336
Electronic Equipment	30,974	13,491	-	-	(16,525)	27,940
Minor Equipment	32,539	-	-	-	(7,115)	25,424
Musical Instruments	74,413	10,102	-	-	(13,734)	70,781
Outdoor Education	14,927	1,356	-	-	(3,375)	12,908
Property & Grounds	131,376	-	-	-	(27,552)	103,824
Sports & Gym Equipment	198,555	45,573	-	-	(40,991)	203,137
Teaching Equipment	100,454	25,861	-	-	(17,566)	108,749
Leased Assets	47,286	64,084	-	-	(37,374)	73,996
Library Resources	59,700	15,619	(2,557)	-	(9,095)	63,667
	6,127,324	415,667	(2,557)	-	(514,258)	6,026,176

GROUP

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	5,704,288	(1,624,841)	4,079,447	5,695,009	(1,518,716)	4,176,293
Furniture and Equipment	1,577,846	(1,036,684)	541,162	1,508,378	(954,177)	554,201
Information and Communication Technology	1,753,213	(1,083,881)	669,332	1,603,145	(947,025)	656,120
Motor Vehicles	234,250	(221,777)	12,473	232,750	(217,363)	15,387
Textbooks	406,940	(373,604)	33,336	401,318	(366,219)	35,099
Electronic Equipment	337,878	(309,938)	27,940	324,387	(293,413)	30,974
Minor Equipment	160,009	(134,585)	25,424	160,009	(127,470)	32,539
Musical Instruments	155,755	(84,974)	70,781	145,652	(71,239)	74,413
Outdoor Education	318,227	(305,319)	12,908	331,693	(316,766)	14,927
Property & Grounds	533,865	(430,041)	103,824	533,865	(402,489)	131,376
Scientific Equipment	22,145	(22,145)	-	22,145	(22,145)	-
Software	44,490	(44,490)	-	44,490	(44,490)	-
Sports & Gym Equipment	783,362	(580,225)	203,137	737,788	(539,233)	198,555
Teaching Equipment	295,303	(186,554)	108,749	269,442	(168,988)	100,454
Leased Assets	144,734	(70,738)	73,996	82,516	(35,230)	47,286
Library Resources	153,850	(90,183)	63,667	144,416	(84,716)	59,700
	12,626,155	(6,599,979)	6,026,176	12,237,003	(6,109,679)	6,127,324

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	4,176,293	12,922	-	-	(109,768)	4,079,447
Furniture and Equipment	554,201	69,468	-	-	(82,507)	541,162
Information and Communication Technology	656,120	150,069	-	-	(136,857)	669,332
Motor Vehicles	15,387	1,500	-	-	(4,414)	12,473
Textbooks	35,099	5,622	-	-	(7,385)	33,336
Electronic Equipment	30,974	13,491	-	-	(16,525)	27,940
Minor Equipment	32,539	-	-	-	(7,115)	25,424
Musical Instruments	74,413	10,102	-	-	(13,734)	70,781
Outdoor Education	14,927	1,356	-	-	(3,375)	12,908
Property & Grounds	131,376	-	-	-	(27,552)	103,824
Sports & Gym Equipment	198,555	45,573	-	-	(40,991)	203,137
Teaching Equipment	100,454	25,861	-	-	(17,566)	108,749
Leased Assets	47,286	64,084	-	-	(37,374)	73,996
Library Resources	59,700	15,619	(2,557)	-	(9,095)	63,667
	6,127,324	415,667	(2,557)	-	(514,258)	6,026,176

SCHOOL	2024	2024	2024	2023	2023	2023
	Cost or	Accumulated	Net Book Value	Cost or	Accumulated	Net Book
	Valuation	Depreciation		Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	5,704,288	(1,624,841)	4,079,447	5,695,009	(1,518,716)	4,176,293
Furniture and Equipment	1,577,846	(1,036,684)	541,162	1,508,378	(954,177)	554,201
Information and Communication Technology	1,753,213	(1,083,881)	669,332	1,603,145	(947,025)	656,120
Motor Vehicles	234,250	(221,777)	12,473	232,750	(217,363)	15,387
Textbooks	406,940	(373,604)	33,336	401,318	(366,219)	35,099
Electronic Equipment	337,878	(309,938)	27,940	324,387	(293,413)	30,974
Minor Equipment	160,009	(134,585)	25,424	160,009	(127,470)	32,539
Musical Instruments	155,755	(84,974)	70,781	145,652	(71,239)	74,413
Outdoor Education	318,227	(305,319)	12,908	331,693	(316,766)	14,927
Property & Grounds	533,865	(430,041)	103,824	533,865	(402,489)	131,376
Scientific Equipment	22,145	(22,145)	-	22,145	(22,145)	-
Software	44,490	(44,490)	-	44,490	(44,490)	-
Sports & Gym Equipment	783,362	(580,225)	203,137	737,788	(539,233)	198,555
Teaching Equipment	295,303	(186,554)	108,749	269,442	(168,988)	100,454
Leased Assets	144,734	(70,738)	73,996	82,516	(35,230)	47,286
Library Resources	153,850	(90,183)	63,667	144,416	(84,716)	59,700
	12,626,155	(6,599,979)	6,026,176	12,237,003	(6,109,679)	6,127,324

The net carrying value of furniture and equipment held under a finance lease is \$18,420 (2023: \$47,286)

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.

11. Accounts Payable

	2024	School	2023	2024	Group	2023
	Actual	2024	Actual	Actual	2024	Actual
	\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
Creditors	159,690	199,891	199,891	174,092	199,891	216,941
Accruals	12,588	67,886	67,886	12,588	67,886	67,886
Employee Entitlements - Salaries	1,332,962	1,154,083	1,154,083	1,332,962	1,154,083	1,154,083
Employee Entitlements - Leave Accrual	56,072	57,169	57,169	56,072	57,169	57,169
	1,561,312	1,479,029	1,479,029	1,575,714	1,479,029	1,496,079
Payables for Exchange Transactions	1,561,312	1,479,029	1,479,029	1,575,714	1,479,029	1,496,079
	1,561,312	1,479,029	1,479,029	1,575,714	1,479,029	1,496,079

The carrying value of payables approximates their fair value.

12. Borrowings

	2024	School	2023	2024	Group	2023
	Actual	2024	Actual	Actual	2024	Actual
	\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
Painting Contract Liability due within one year	-	-	-	-	-	-
Loans due in one year	40,328	40,328	40,328	40,328	40,328	40,328
	40,328	40,328	40,328	40,328	40,328	40,328
Painting Contract Liability due after one year	-	-	-	-	-	-
Loans due after one year	70,574	70,574	110,902	70,574	70,574	110,902
	70,574	70,574	110,902	70,574	70,574	110,902

The School has borrowings at 31 December 2024 of \$110,902 (31 December 2023: \$151,230). This loan is from the Energy Efficiency & Conservation Authority (EECA) for the purpose of upgrading and replacing existing lighting with LED alternatives. The loan is unsecured, no interest is payable. The loan is repayable in equal quarterly instalments of \$10,082 until November 2027.

13. Revenue Received in Advance

	2024	School	2023	2024	Group	2023
	Actual	2024	Actual	Actual	2024	Actual
	\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
Grants in Advance - Ministry of Education	8,835	31,821	31,821	8,835	31,821	31,821
International Student Fees in Advance	1,225,548	1,338,935	1,338,935	1,225,548	1,338,935	1,338,935
Other revenue in Advance	42,179	36,614	36,614	39,554	36,614	36,614
	1,276,562	1,407,370	1,407,370	1,273,937	1,407,370	1,407,370

14. Provision for Cyclical Maintenance

	2024 Actual \$	School and Group 2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	560,495	116,815	230,185
Increase to the Provision During the Year	94,377	443,680	103,029
Other Adjustments	(223,226)	-	227,281
Provision at the End of the Year	431,646	560,495	560,495
Cyclical Maintenance - Current	65,628	283,390	283,390
Cyclical Maintenance - Non current	366,018	277,105	277,105
	431,646	560,495	560,495

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property 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:

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	43,009	21,526	33,771	43,009	21,526	33,771
Later than One Year and no Later than Five Years	47,981	1,193	23,895	47,981	1,193	23,895
Future Finance Charges	(10,645)	-	(4,686)	(10,645)	-	(4,686)
	80,345	22,719	52,980	80,345	22,719	52,980
Represented by						
Finance lease liability - Current	37,473	21,526	30,261	37,473	21,526	30,261
Finance lease liability - Non-current	42,872	1,193	22,719	42,872	1,193	22,719
	80,345	22,719	52,980	80,345	22,719	52,980

16. Funds held in Trust

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	347,749	88,829	88,829	345,749	88,829	88,829
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-	-	-	-
	347,749	88,829	88,829	345,749	88,829	88,829

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

17. 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 7, and includes retentions on the projects, if applicable.

School and Group

2024	Opening Balances	Receipts from MOE	Payments	Transfers*	Board Contribution	Closing Balances
	\$	\$	\$	\$	\$	\$
SIP Funding Projects (222039)	78,630	7,863	(86,299)	-	-	194
S Block Redevelopment (201997)	67,693	-	-	(75,000)	7,307	-
Admin Redesign (215608)	(54,105)	-	-	30,281	23,824	-
D7 Refurbishment (218357)	(4,143)	-	-	-	4,143	-
Changing Room Refurbish & Re-roof (218359)	(13,645)	-	-	21,460	-	7,815
Superloo Replacement (232773)	5,596	-	-	(5,596)	-	-
Modular Classroom Set-up (225660)	6,619	-	-	(9,737)	3,118	-
Sprinkler System Upgrade (229494)	15,000	-	-	(15,397)	397	-
Temporary Repairs to R&D Block (232110)	2,537	-	-	(2,357)	(180)	-
Weights Room Water Damage Remedial (237168)	21,460	-	-	(21,460)	-	-
Admin and F Block Repairs (218354)	5,786	-	(5,303)	-	(483)	-
Food Technology Air Conditioning (241628)	(2,730)	2,730	-	-	-	-
MOE - ReRoof Project	-	28,000	(8,963)	-	-	19,037
R&D Block Internal Works (232110)	-	230,000	(560,000)	-	200,000	(130,000)
Totals	128,698	268,593	(660,565)	(77,806)	238,126	(102,954)

Represented by:

Funds Held on Behalf of the Ministry of Education	27,046
Funds Receivable from the Ministry of Education	(130,000)

During 2024 a review was undertaken to close out completed projects. Where a project exceeded Ministry funding, the Board has provided funding to complete and close out the project from retained surpluses.

This is the \$38,126 above (\$188,126 less the joint project board approved R&D contribution of \$150,000).

Of the \$77,806 transfers above, \$100,063 is a net credit to expenses and \$22,257 is a transfer between projects. Both balances are to correct accounting treatment.

2023	Opening Balances	Receipts from MOE	Payments	Board Contribution	Closing Balances
	\$	\$	\$	\$	\$
SIP Funding Projects (222039)	78,630	-	-	-	78,630
S Block Redevelopment (201997)	42,693	25,000	-	-	67,693
Admin Redesign (215608)	(11,172)	-	(42,933)	-	(54,105)
Pool Refurbishment (237638)	4,863	-	-	(4,863)	-
D7 Refurbishment (218357)	(4,143)	-	-	-	(4,143)
Changing Room Refurbish & Re-roof (218359)	1,721	-	(23,125)	7,759	(13,645)
Library Re-roof (237636)	2,896	-	-	(2,896)	-
Superloo Replacement (232773)	5,596	-	-	-	5,596
Modular Classroom Set-up (225660)	(3,115)	9,734	-	-	6,619
Sprinkler System Upgrade (229494)	15,000	-	-	-	15,000
Temporary Repairs to R&D Block (232110)	2,537	-	-	-	2,537
Blocks A&G Water Damage Remedial - Insurance (239964)	19,960	-	(19,960)	-	-
Weights Room Water Damage Remedial (237168)	27,000	-	(5,540)	-	21,460
Admin and F Block Repairs (218354)	50,027	-	(44,241)	-	5,786
Food Technology Air Conditioning (241628)	-	30,870	(33,600)	-	(2,730)
Totals	232,493	65,604	(169,399)	-	128,698

Represented by:

Funds Held on Behalf of the Ministry of Education	203,321
Funds Receivable from the Ministry of Education	(74,623)

18. Funds Held on Behalf of Cluster

Cambridge High School is the lead school funded by the Ministry of Education to provide Kahui Ako services to its cluster of schools.

School and Group

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Transferred from previous fundholder	144,218	-	-
Funds Received from Cluster Members	35,235	-	-
Funds Received from MOE	19,292	-	-
Total funds received	198,745	-	-
Funds Spent on Behalf of the Cluster	59,295	-	-
Funds remaining	139,450	-	-
Distribution of Funds (Nil for 2024)	-	-	-
Funds Held at Year End	139,450	-	-

19. 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.

20. Remuneration

Key management personnel compensation (School)

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,525	4,235
<i>Leadership Team</i>		
Remuneration	1,272,035	1,185,628
Full-time equivalent members	8	8
Total key management personnel remuneration	1,276,560	1,189,863

There are nine members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the 2024 year. The Board also has a four member Finance Committee (including the principal and business manager), that meet monthly. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	260 - 270	220 - 230
Benefits and Other Emoluments	8 - 9	6 - 7

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	38.00	31.00
110 - 120	19.00	20.00
120 - 130	6.00	5.00
130 - 140	1.00	3.00
140 - 150	4.00	3.00
	68.00	62.00

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

21. 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:

	2024 Actual	2023 Actual
School		
Total	\$0	\$5,000
Number of People	0	1

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up which is expected to be settled in July 2025.

23. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$19,037 (2023:\$356,884) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
MOE - ReRoof Project	19,037
R&D Block Internal Works (232110)	-
Total	19,037

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

(b) Operating Commitments

As at 31 December 2024 the School Board has not into contracts leading to operating commitments.

24. 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

	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	1,033,315	471,594	1,069,381	1,124,655	471,594	1,142,702
Receivables	1,191,700	1,122,106	1,122,106	1,191,700	1,122,106	1,129,384
Investments - Term Deposits	1,764,728	1,964,728	1,964,728	2,051,638	1,964,728	2,227,863
Total financial assets measured at amortised cost	3,989,743	3,558,428	4,156,215	4,367,993	3,558,428	4,499,949

Financial liabilities measured at amortised cost

Payables	1,561,312	1,479,029	1,479,029	1,575,714	1,479,029	1,496,079
Borrowings - Loans	110,902	110,902	151,230	110,902	110,902	151,230
Finance Leases	80,345	22,719	52,980	80,345	22,719	52,980
Total financial liabilities measured at amortised cost	1,752,559	1,612,650	1,683,239	1,766,961	1,612,650	1,700,289

Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	-	-	-	249,530	-	246,864
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Fair value estimation

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

25. Events After Balance Date

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

26. 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	
			2024	2023	2024	2023
Cambridge High School Educational Trust	Raising Funds	Cambridge, NZ				

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.

Non controlling interests

	2024	2023
Balance at beginning of year	-	-
Share of profit for the year	-	-
Balance at end of year	-	-

26. 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 CAMBRIDGE HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Cambridge High School and its controlled entity (collectively referred to as 'the Group'). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the Group on his behalf.

Opinion

We have audited the financial statements of the Group on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, 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.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; 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 Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 26 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

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 opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of 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 on behalf of the Group for assessing 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 there is an intention to close or merge the Group, or there is 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 Group'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 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 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 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors

arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 24 to 36, but does not include the financial statements, and our auditor's report thereon.

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 Group in accordance with the independence requirements of 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) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the Group.



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

Cambridge High School Kiwisport Statement

For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2023, the school received Kiwisport funding of \$43,944 (excluding GST) [2022: \$42,309]. The

Cambridge High School Statement of Compliance with Employment Policy

For the year ended 31 December 2024

For the year ended 31 December 2023, Cambridge High School:

Has developed and implemented personnel policies, within policy and procedural frameworks to ensure fair and proper treatment of employees in all aspects of their employment.

Has reviewed its compliance against both its personnel policy and procedure and can report that it meets all requirements and has identified best practice.

Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.

Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

Meets all Equal Employment Opportunities requirements



CAMBRIDGE HIGH SCHOOL

STRATEGIC PLAN 2021 - 2025

Purpose

To develop our learning community to best prepare students for life beyond school.

Vision

We provide an inspiring, holistic learning experience so students leave school with choices, confidence and a sense of purpose.

Values

R	Realise your Potential <i>Me moohio ki too pito mata</i>
E	Engage with Purpose <i>Kia uu ki te kaupapa</i>
A	Act with Integrity <i>Mahia ki te tika me te pono</i>
C	Care for People and Places <i>Manaakitia ngaa taangata me ngaa waahi</i>
H	Have Courage to Succeed <i>E riwha ai me niwha</i>

We actively reinforce the school's values to build a safe, inclusive and caring environment that encourages and supports students and staff to develop their key competencies, abilities and talents.

Strategic Priorities

- Excellence in Learning
- Our Culture Including Sports, Arts & Wellbeing
- Leadership and Development
- Partnerships
- Operations

Strategic Importance

CHS remains committed to Te Tiriti o Waitangi and to ensuring its principles guide our practice.

1. EXCELLENCE IN LEARNING

CHS will provide a high-quality learning environment for all students to experience their own learning success.

Actions

- 1.1 *Cross-curricular literacy and numeracy programmes strengthened and embedded in Year 9 and Year 10 classes.*
- 1.2 *CHS will provide a high-quality NCEA programme in all learning areas for all aakonga at CHS.*
- 1.3 *Student agency in learning further enhanced by use of student goalsetting, learner/aakonga tracker, and academic mentoring.*
- 1.4 *CHS curriculum will be re-designed to ensure that learning remains relevant for our community with learners at the centre, providing appropriate academic challenge, provision of courses and development of student competencies.*
- 1.5 *Effective review and target setting informed by NCEA achievement data with a focus on ongoing performance.*

Measures / Outcomes

- 1.1 *Improvement in Literacy levels in Year 9 and 10 students consistent with the ERO plan for implementation and review. This report will include targets and ongoing self-review established in conjunction with ERO and progress will be shared with the Board early in term 2 and 4. The measures of success will be defined in terms of academic performance (co-requisite exams, UE literacy) and staff-wide competency, using student feedback and data to inform teaching practice. NELP 1 & 3.*
School-wide literacy success was evidenced primarily in the co-requisite exams and levels of UE literacy see further detail below). Staff competency has increased with all staff sharing ownership of literacy while newly created leadership roles support faculty development and school-wide preparation for student success in assessment.
- 1.2 *Level 1 curriculum defined for subject specific and schoolwide programmes and information shared by end of Term 1.*
Ongoing delivery of high-quality NCEA assessment supported by clear internal policies and processes, and clear and informative communication with the whole CHS community.
The nature of the learning and assessment in level 1 meant that much of the student achievement was invisible across the year. This resulted in frequent conversations with the Heads of Faculty and Senior Leadership Team throughout the year. This was a combination of estimation of grades, tracking student achievement, getting close to the unit design and looking at the overall Level 1 programme and the credits on offer for our students. The Principal's Nominee did an outstanding job of keeping the Heads of Faculty fully informed of NZQA practice and latest developments.
Maaori student retention and achievement data will be discussed with senior

leadership and targets set per faculty. This will be included in reporting to the Board. NELP 1 & 3.

Heads of Faculty analysed Maaori student participation rates and achievement data. They presented this to the Board, along with a narrative of the changes they have implemented and the learnings they have made since reviewing their courses for ongoing involvement by Maaori students. This served well as a reflection tool for Heads of Faculty as well as providing insight to the Board. The Board have re-focused the question for 2025 to also include, engaging with the junior curriculum change work, boys' learning.

Engagement with NCEA change package through leaders maintaining active connections with subject groups and regional/national associations to receive timely updates on developments. Termly reporting of updates in NCEA progress reported to the Board. NELP 3 & 4.

Our Heads of Faculty and Senior Leadership Team are actively involved in national and regional groups. Support has been provided for staff to attend conferences and workshops to greater understand the change package. Overall, the level of accuracy for Level 1 implementation reflected this engagement, with very strong learning programmes. This resulted in a high level of success for our students.

Overall achievement summary

Staff deserve to celebrate the success of our students, particularly in Level 1 where the difficult conditions for the implementation of the new standards had no impact on our student academic success. This highlights how hard staff worked to ensure the Level 1 programme was meaningful, engaging and achievable for our students. Overall CHS students enjoyed very high pass rates, far exceeding the national and equity band – Level 1 73.5% vs 55.5% for equity band. Level 2 82.6% 77.9% for equity band. Level 3 82.2% vs 71.3% for equity band.

Literacy and numeracy were similarly successful with achievement that significantly exceeded national and equity groups comparisons.

Literacy comparisons with our equity group (the pairing is CHS vs Equity)

Level 1 – 88.5% 81.3% Level 2 – 95.9% 93.4%, Level 3 – 97.7% 95.9%.

Numeracy

Level 2 – 84.5% 77.9% Level 2 – 94.7% 93% Level 3 – 98.1% 95.9%

An area of particular focus through 2024 was the academic success and retention of our Maaori students. There has been an improvement since 2022 in academic performance (approx. 45% to 60% pass rates), going against national and equity group trends. This is promising as we observe comparable academic success for our Maaori and non-Maaori students in Year 13. The longer we are able to engage them in a meaningful learning programme, the better the outcomes are for these learners.

Mechanism for the ongoing monitoring of student learning progress in the junior and senior school will be embedded. Goals will be set by the end of Term 1 and termly reflection meetings held with the student's Form Teacher.

Trial use of PAROT (SMS tool) in Term 1, to build a reporting dashboard to support the monitoring of student learning progress and meet Board needs. NELP 1, Priority 2.

The academic mentoring of our students remains a priority. Goals were set by students and teachers had access to tools such as PAROT to assist with the mentoring conversations. The effectiveness of these conversations was varied however, and we will review the mechanism through 2025. The learning from 2024 is that using the form class is well intentioned, leveraging the strong relationships that are built there, and the intervention well-resourced with staff supported with tools and data to support the conversation. However, we have learnt that there is an inconsistency with approach across form teachers that is difficult to address and that the best placed person for the



conversations around academic goal setting and performance is the subject teacher. Improvements will be explored in 2025.

- 1.3 *The Curriculum Design Group (CDG) will establish a signature pedagogy for CHS by the end of 2024. The CDG will produce a plan for the implementation of the curriculum, including timelines and resourcing needs. NELPs 1-5.*

Excellent progress was made by the CDG. Initially they were building an understanding of the situation and prioritising the areas where change was needed. As the curriculum had remained unchanged for many years, this part took a large amount of time. This investment in understanding the situation, engaging with the research and exploring options was invaluable. We now have a clear path that is focusing on the reporting of student progress in their learning, the nature of the junior curriculum and its connection to the national curriculum and the tools our teaching can employ in most effectively delivering the curriculum to our students.

- 1.4 *Trial use of PAROT with a soft launch in Terms 1 & 2 to HoFs. Goals set by HoFs in Term 1 using provided templates.*

Ongoing review shared with school Board via scheduled presentations, including a particular focus on aakonga Maaori participation and achievement per faculty.

NELP 3, Priority 6.

PAROT has been a useful tool for staff, presenting a large amount of data in a manner which is accessible and therefore readily usable. This, combined with the use of a within school Kahui Ako role have resulted in a schoolwide focus on data and how it can be used to improve outcomes for students.

2. OUR CULTURE INCLUDING SPORTS, ARTS & WELLBEING

CHS will actively reinforce the school's values and build a safe, inclusive and caring environment that supports students and staff.

Actions

- 2.1 *Review and continue to embed culturally responsive practice in the school culture, especially within the classroom.*
- 2.2 *Continue to reinforce the CHS culture and behaviours that are articulated by PC4L and within the REACH values.*
- 2.3 *Develop a framework for the definition of an inspiring holistic education including Arts and Sports at all levels in the school.*
- 2.4 *Health and Safety reporting and cross-pillar response to challenges.*

Measures / Outcomes

- 2.1 *Introduction of Niho Taniwha with Te Whiria Kautawa leadership group. NELP 1, 2 & 3. Priorities 2, 3, 5.*

This was unsuccessful for several reasons. There was not a strong alignment with Niho Taniwha and the school learning programmes and this meant delays in trying to understand how to make it all fit together. The leadership group itself became

divided in the best direction forward for developing the cultural competency of our staff. Finally, the funding for PLD providers through Kahui Ako was only to focus on literacy and numeracy needs.

- 2.2 *Introduction of Restorative Practice, led by the University of Waikato. Staff-wide training and professional learning throughout the year. Behaviour Action Plan will be reviewed to ensure cohesion with Restorative Practice. NELP 3, Priority 6.*

This started well with a phased introduction across staff, so that middle leaders were well prepared for their roles in advance of their staff. The cohesion from a school point of view was strong with resources, the behaviour action plan, language and practices coming into alignment. Uptake was slower than expected due largely to the availability of the providers and the cultural shift that is needed at CHS to embrace the concepts. Restorative practice was used to good effect, particularly targeting emerging difficulties in the culture of some junior classes. The language from RP has aligned nicely with CDG and school-wide cohesion is emerging that is focusing on the essentials which underpin an effective culture of learning. Uncertainty exists around RP for 2025 due to funding reviews, however, we are ready to build on what we have established in 2024.

- 2.3 *By the end of 2024 a framework will be established articulating the curricular and co-curricular opportunities for students and mechanisms for celebrating success. This will include resource allocation, management structures and participation targets. NELP 1, Priority 2.*

This work will be realised over two years. The first piece of work was to create the infrastructure required for to increase participation and resource allocation. This has been done through the implementation of a TIC mechanism to secure greater involvement with staff and share the load of the anticipated increased participation rates. Once established work will be done in 2025 on the remaining part of this outcome.

- 2.4 *Drills will be held termly with feedback opportunities for CHS members. Online H&S reporting system is effective and will be maintained. EOTC approvals will be streamlined by moving online for the staff planning and approval process and parent permission gathering. NELP 1, Priority 1.*

This was well-established and maintained throughout 2024 with a variety of drills conducted and feedback sought. H&S feedback to Board was full and well-received by the Board members.

3. LEADERSHIP AND DEVELOPMENT

CHS culture nurtures ongoing learning and growth.

Actions

- 3.1 *Embed the Professional Growth Cycle for ongoing professional learning.*
- 3.2 *CHS staff recognition package celebrating professional milestones, long service to CHS and offers opportunities for ongoing study.*
- 3.3 *Build leadership capability and cohesion to support ongoing improvements and professional development opportunities at CHS.*

Measures / Outcomes

- 3.1 *Professional Growth Cycle will be embedded in CHS with ongoing promotion, goal setting that is aligned with the faculty and school key priorities and completion by staff through their faculties. NELP 3.*
The PGC has been embedded at CHS and attention in 2025 will turn to making the most of the mechanism for cohesive goal setting and staff development. Work has been done to ensure strategic alignment and genuine engagement from staff with this tool for professional growth.
- 3.2 *Staff recognition offerings established with a regular pattern for recognizing milestones. Reinforce the opportunities available to staff and celebrate the benefits for CHS staff and our community. NELP 3.*
This is well-established now with staff being recognised throughout the year and making good use of the 5-year study grant. The focus now moves to ensuring that it is well-maintained and a regular rhythm for recognition is embedded in our school culture.
- 3.3 *Maintain a fortnightly meeting schedule between middle leaders and the senior leadership team that provides opportunities for feedback, reflection, and a regular focus on impact in areas of strategic importance. Analysis and evidence for these meeting will be supplied by the Strengthening Us team. This will align with regular reporting to the Board.*
Leadership development programme will be established in 2024 in cooperation with the University of Waikato. NELP 3.
The leadership programme with University of Waikato has not developed despite the best intentions of CHS staff. Increased opportunities for in house development have been useful, such as staff taking on opportunities to act in Senior Leadership roles. This will continue to be the best mechanism for leadership development at CHS. It has aligned well with the 5-year study grant as staff are financially supported in their leadership development.

4. PARTNERSHIPS

Be Te Tiriti o Waitangi focused. Create and support authentic and meaningful partnerships with students, mana whenua, whaanau, staff and the wider community.

Actions

- 4.1 Develop and maintain mutually beneficial partnerships with key education, community and commercial stakeholders and groups, e.g. Mana whenua, Wintec, University of Waikato, ITOs (Industry Training Organisations), Waikato Tainui, Kahui Ako, primary industry providers, local businesses, Waipa Council, sports and cultural organisations, volunteer organisations, charities, SPANZ, CNISPA and WSSSA.
- 4.2 Use the annual communications plan to share evidence of the school's vision and purpose with the community.
- 4.3 Strengthen relationships with our alumni (for both local and international students) emphasising the effectiveness of our purpose and vision.

Measures / outcomes

- 4.1 *Progress with partnerships reported on monthly in Principal's report to the Board of trustees. Principal will co-lead Kahui Ako in 2024. NELP 4, Priority 7.*
Regular reporting conducted and engagement with the leadership of Kahui Ako has strengthened relationships across the community.
- 4.2 *The school success in strategic areas is shared regularly with its community through events such as the open evening, publications (Prospectus, Yearbook and video material) and in alignment with the communications.*
We will review the current approach and employ staff to implement the communications plan with recommendations made by the end of Term 2. Metrics for measuring ongoing impact and reach will be established by the end of Term 3. NELP 1, Priority 2.
Communications continue to strengthen and the part time employment of a staff member to assist with this has had a positive impact. This resource will be allocated in the budget for 2025. The role will need greater clarity, and this will be the focus in 2025.
- 4.3 *The purpose and vision of the school depends on ensuring that students (local and international) have valid outcomes on graduation. CHS in conjunction with CHS Educational Trust will develop mechanisms for understanding alumni success beyond school by end of Term 3. NELP 4, Priority 7.*
CHS Educational Trust continues to be an effective mechanism for recognising student success and supporting ongoing positive engagement in school. Exploration around extending this to include an alumni network articulated the challenges with this approach. The resource required to establish and maintain an alumni network is more significant than anticipated and the resource is not available currently. This will be re-visited at the end of 2025.

5. CHS OPERATIONS

Strengthening our CHS ability to deliver our purpose and vision; including finance, infrastructure and communication.

Actions

- 5.1 *Health and Safety implications of property developments.*
- 5.2 *Establish 'Sprints' within CHS leadership to ensure strategic goals are met.*
- 5.3 *Maintaining financial sustainability.*
- 5.4 *Human Resources preparation for school growth.*
- 5.5 *Developing the long-term plan for school investment in facilities and ongoing asset management.*

Measures / outcomes

- 5.1 *Monitoring of Health and Safety will include S-Block and account for construction impact on R & D Block and M Block. Duty to be restructured in Term 1 to ensure sufficient across-school cover and a staff duty policy published and prominently shared. This will be reviewed termly to ensure effective ongoing cover. NELP 1, Priority 1.*
Restructuring of the duty expectations was completed with the introduction of R & D block. Following a request from the Board to improve coverage and the safety of the site a trial which involved changing bell times, was conducted in Term 4. Feedback was inconclusive. Was noted significant gains but amendments were needed to accommodate needs such as that of clubs. The trial will extend into Term 1 2025.
- 5.2 *Sprint routines established and two Sprints completed per annum. Sprint 1 Term 1 Week 7 to end of Term 2. Sprint 2 Term 3 Week 3 to mid-term 4.*
Sprints have been a very useful mechanism for maintaining the focus of the Senior Leadership Team on items of strategic importance. The reflections at the end of each year so significant progress, largely due to the ongoing emphasis of the strategic items.
- 5.3 *Effective budgeting, planning investment and shared financial stewardship across CHS in conjunction with the Finance committee of the Board.*
The collaboration with the Finance committee is a real strength with ongoing monitoring and identification of issues in 2024. These were discussed and a plan for 2025 established. Two primary areas were around staffing and the financial risks presented there. We identified areas of over-staffing and reduced this exposure and are prepared to do so again at the end of 2025. The other is the relief expense. The analysis of this spend was improved and that has resulted in a more accurate budget established for 2025. The next step is to use this information to explore efficiencies in the spend.
- 5.4 *Support and Teaching staff roles are reviewed at end of Term 2 and during Term 4. This allows for future proofing of our staffing and response to increased population*



demands and the adapt to changing expectations in education. NELP 1.

To address the teaching shortage we leveraged connections that our Deputy Principal had from his time as a principal in South Africa. This was a successful trip that resulted in the recruitment of a staff member.

- 5.5 *The master property plan will be used to guide construction work and remediation of buildings. Opportunities will be explored to improve facilities while remediation work is in progress.*

Opportunities to improve facilities in collaboration with the community will be explored and a priority list established annually. Viability of projects will be explored through the Board finance committee.

The Board took the opportunity to fund two new science labs when the weather tightness work for R & D was underway. This will future proof the school as roll growth was already creating difficulties and the funding to realise increased spaces was not to be released for at least 5 years.

GREG THORNTON

Principal

Cambridge High School student progress and achievement in 2024

Overall achievement summary

Staff deserve to celebrate the success of our students, particularly in Level 1 where the difficult conditions for the implementation of the new standards had no impact on our student academic success. This highlights how hard staff worked to ensure the Level 1 programme was meaningful, engaging and achievable for our students. Overall CHS students enjoyed very high pass rates, far exceeding the national and equity band – Level 1 73.5% vs 55.5% for equity band. Level 2 82.6% 77.9% for equity band. Level 3 82.2% vs 71.3% for equity band.

Literacy and numeracy were similarly successful with achievement that significantly exceeded national and equity groups comparisons.

Literacy comparisons with our equity group (the pairing is CHS vs Equity)

Level 1 – 88.5% 81.3% Level 2 – 95.9% 93.4%, Level 3 – 97.7% 95.9%.

Numeracy

Level 2 – 84.5% 77.9% Level 2 – 94.7% 93% Level 3 – 98.1% 95.9%

An area of particular focus through 2024 was the academic success and retention of our Maaori students. There has been an improvement since 2022 in academic performance (approx. 45% to 60% pass rates), going against national and equity group trends. This is promising as we observe comparable academic success for our Maaori and non-Maaori students in Year 13. The longer we are able to engage them in a meaningful learning programme, the better the outcomes are for these learners.

More detailed analysis of student performance was shared with staff, and further analysed with the Heads of Faculty and for the Board. These files can be found here:

[Overall achievement rates](#)

[NCEA endorsement rates](#)

[Literacy and Numeracy pass rates](#)

Academic achievement is monitored throughout the year with the Board and here is the [final report](#) for 2024.

Report on Cambridge High School's Implementation of Te Tiriti o Waitangi in 2024

Overview

Cambridge High School (CHS) has demonstrated a strong commitment to Te Tiriti o Waitangi, integrating its principles into school life. This report outlines the specific actions and outcomes in 2024, as detailed in the school's Strategic Plan and Statement of Variance.

Strategic Priorities and Actions

1. Excellence in Learning

- **Maaori Student Achievement:** CHS focused on improving the academic success and retention of Maaori students. The Heads of Faculty analysed participation rates and achievement data, presenting their findings and implemented changes to the Board. This reflective process aimed to support ongoing involvement and success for Maaori students in their faculty area. These discussions were useful and resulted in a range of reflections around the nature of courses, prior learning experiences for students, learning pathways open to students and expectations of staff in different classes.
- **Curriculum Design:** The Curriculum Design Group (CDG) worked on establishing a signature pedagogy for CHS, ensuring the curriculum is relevant and inclusive. This included a focus on culturally responsive practices and the integration of Maaori perspectives. The primary emphasis for this work has been the junior curriculum and how that best prepares all of our learner for ongoing success as learners. This has included curriculum design and a review of assessment and reporting to emphasise progress in learning.
- **Te Ao Haka:** With the NCEA changes supporting Maaori performing arts Achievement Standards and a growing interest in Te Ao Maaori across all of our feeder schools and the support from our staff we were well positioned to offer a new course, Te Ao Haka. The students were successful and staff well-supported in building a course which recognised the capability and interest of many of our students in the Maaori performing arts.

2. Our Culture Including Sports, Arts & Wellbeing:

- **Culturally Responsive Practices:** Efforts were made to embed culturally responsive practices within the school culture, particularly in the classroom. Although the introduction of Niho Taniwha faced challenges, the school continued to seek ways to align cultural competency initiatives with learning programs. The full engagement with Kahui Ako has been hugely beneficial as that is where mana whenua have the capacity to support the kura in our region. CHS has two leaders (the principal and deputy principal) and one across school teacher. The use of the Within School Teachers has been influential in raising the profile of Te Ao Maaori and supporting the staff in their journey.
- **Restorative Practice:** Led by the University of Waikato, restorative practices were introduced to foster a positive school culture. This included staff-wide training and the review of our behaviour action plan to ensure it reflected Te Tiriti, embedded our REACH values and supported the Restorative Practice work.
- **Te Hunga Taikaakaa (student leadership group):** This group lead a significant amount for the school from the Year 9 poowhiri and cultural day at the start of the year through to Matariki celebration, te wiki o te ao Maaori, a haka competition and a combined school kapa haka festival. They are well-lead by staff and have a position on the student executive, our premier school leaders. A highlight from this roopu is the creation of a cultural tie by a student leader. This will be used annually to recognise the contribution of our school leaders to Maaori culture across the school and in our community.

3. Leadership and Development:

- **Professional Growth Cycle:** The Professional Growth Cycle was embedded to support ongoing professional learning, with a focus on strategic alignment and genuine engagement from staff. This included promoting cultural competency and understanding of Te Tiriti principles among staff. Additionally, the principal meets with teachers prior to approving of their registration to discuss their development of Te Reo me Tikanga Maaori and their engagement with Te Ao Maaori, including curriculum developments and engagement with matauranga Maaori.

4. Partnerships:

- **Engagement with Mana Whenua and Community Stakeholders:** CHS developed and maintained partnerships with key stakeholders, including mana whenua, Waikato Tainui, and other community and educational organizations. These partnerships aimed to support the school's commitment to Te Tiriti and enhance educational outcomes for Maaori students. As mentioned previously the primary connection for this is through out Kahui Ako as our mana whenua are small and this is the most efficient use of their time.

5. Operations:

- **Health and Safety:** The school monitored health and safety implications of property developments, ensuring a safe environment for all students, including Maaori students. This included restructuring duty expectations and conducting regular drills with feedback opportunities.

Key Achievements:

- **Improved Maaori Student Achievement:** There was a notable improvement in the academic performance and retention of Maaori students, with pass rates increasing from approximately 45% to 60%.
- **High Pass Rates:** CHS students, including Maaori students, achieved high pass rates in NCEA levels 1, 2, and 3, exceeding national and equity band comparisons.
- **Reduced stand down and suspension rate:** The combination of efforts from the community and school have seen a notable decline in numbers through 2024.
- **Strengthened Partnerships:** The school strengthened its relationships with mana whenua and other key stakeholders, supporting its commitment to Te Tiriti.

Conclusion: Cambridge High School has made significant strides in giving effect to Te Tiriti o Waitangi in 2024. Through focused actions and strategic priorities, the school has improved Maaori student achievement, embedded culturally responsive practices, and strengthened partnerships with key stakeholders. While challenges remain, the school's commitment to Te Tiriti principles continues to guide its practice and strategic direction.