

# CAMBRIDGE HIGH SCHOOL



## CONSOLIDATED ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

### 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:** [enquiries@camhigh.school.nz](mailto:enquiries@camhigh.school.nz)  
**School Website:** [www.camhigh.school.nz](http://www.camhigh.school.nz)

### Accountant / Service Provider:

The  
**SchoolOffice**  
Accounting & Finance Solutions

### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Jim Goodrich	Presiding Member	Elected	Sept-28
Greg Thornton	Principal	ex Officio	
Niki Adam	Trustee	Re-elected	Sept-25
Jordan Newlands	Staff Representative	Elected	Sept-28
Corren Ngerengere	Trustee	Re-Elected	Sept-28
Nick Andree-Wiltens	Trustee	Co-Opted	Sept-25
Warren Smith	Trustee	Selected	Sept-25
Amanda Joe	Trustee	Co-Opted	Sept-25
Cameron Hill	Student Representative	Elected	Sept-25
Dan Finn	Member	Elected	Sept-28
Chantel Fourie	Member	Elected	Sept-28
Elizabeth Harve	Member	Elected	Sept-28
Barry Baldo	Student Representative	Elected	Sept-26
Leonie Pouaka	Member	Co-opted	Dec-26

# CAMBRIDGE HIGH SCHOOL

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

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# Cambridge High School

## Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

Corren Ngerengue  
Full Name of Presiding Member

Paul Lockhead McAroy (Acting)  
Full Name of Principal

[Signature]  
Signature of Presiding Member

[Signature]  
Signature of Principal

21 May 2026  
Date

21 May 2026  
Date

**Cambridge High School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants	2	21,341,840	21,033,225	20,736,920	21,341,840	21,033,225	20,736,920
Locally Raised Funds	3	2,064,508	1,637,221	2,217,289	2,053,834	1,637,221	2,231,539
Interest		120,069	60,000	216,623	134,899	60,000	271,251
Gain on Sale of Property, Plant and Equipment		3,565	-	16,001	3,565	-	16,001
<b>Total Revenue</b>		<b>23,529,982</b>	<b>22,730,446</b>	<b>23,186,833</b>	<b>23,548,417</b>	<b>22,730,446</b>	<b>23,255,711</b>
Locally Raised Funds	3	1,190,381	342,586	1,141,059	1,212,706	342,586	1,162,733
Learning Resources	4	15,638,048	15,740,273	15,330,241	15,638,048	15,740,273	15,330,241
Administration	5	1,608,007	1,513,424	1,676,278	1,612,110	1,513,424	1,679,021
Interest		8,815	-	5,510	8,815	-	5,510
Property	6	4,980,159	5,134,163	5,034,532	4,980,159	5,134,163	5,034,532
Loss on Disposal of Property, Plant and Equipment		6,476	-	2,557	30,824	-	2,557
<b>Total expense</b>		<b>23,431,886</b>	<b>22,730,446</b>	<b>23,190,177</b>	<b>23,482,662</b>	<b>22,730,446</b>	<b>23,214,594</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>98,096</b>	<b>-</b>	<b>(3,344)</b>	<b>65,755</b>	<b>-</b>	<b>41,117</b>
<b>Other Comprehensive Revenue and Expense</b>							
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>98,096</b>	<b>-</b>	<b>(3,344)</b>	<b>65,755</b>	<b>-</b>	<b>41,117</b>

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 2025

Notes	2025	School	2024	2025	Group	2024
	Actual	2025	Actual	Actual	2025	Actual
	\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
<b>Equity at 1 January</b>	6,259,811	6,259,812	6,501,282	6,877,815	6,259,812	7,074,825
Total comprehensive revenue and expense for the year	98,096	-	(3,344)	65,755	-	41,117
Contribution - Furniture and Equipment Grant	-	-	-	-	-	-
Contributions from the Ministry of Education	-	-	-	-	-	-
Distributions to the Ministry of Education	(280,000)	-	(238,127)	(280,000)	-	(238,127)
<b>Equity at 31 December</b>	<b>6,077,907</b>	<b>6,259,812</b>	<b>6,259,811</b>	<b>6,663,570</b>	<b>6,259,812</b>	<b>6,877,815</b>
Accumulated comprehensive revenue and expense Reserves	6,077,907	6,259,812	6,259,811	6,663,570	6,259,812	6,877,815
<b>Equity at 31 December</b>	<b>6,077,907</b>	<b>6,259,812</b>	<b>6,259,811</b>	<b>6,663,570</b>	<b>6,259,812</b>	<b>6,877,815</b>
<b>Reserve Movements Analysis</b>						
<b>Accumulated comprehensive revenue and expense</b>						
Balance at 1 January	6,259,811	6,259,812	6,501,282	6,877,815	6,259,812	7,074,825
Equity investment revaluation reserve transfer on disposa	-	-	-	-	-	-
Contribution - Furniture and Equipment Grant	-	-	-	-	-	-
Contributions from the Ministry of Education	-	-	-	-	-	-
Distributions to the Ministry of Education	(280,000)	-	(238,127)	(280,000)	-	(238,127)
Surplus/(deficit) for the year	98,096	-	(3,344)	65,755	-	41,117
Balance 31 December	<b>6,077,907</b>	<b>6,259,812</b>	<b>6,259,811</b>	<b>6,663,570</b>	<b>6,259,812</b>	<b>6,877,815</b>
<b>Equity investment revaluation reserves</b>						
Balance at 1 January	-	-	-	-	-	-
Net change in fair value	-	-	-	-	-	-
Transfer to accumulated surplus/deficit on disposal	-	-	-	-	-	-
Balance 31 December	-	-	-	-	-	-
<b>Total equity</b>	<b>6,077,907</b>	<b>6,259,812</b>	<b>6,259,811</b>	<b>6,663,570</b>	<b>6,259,812</b>	<b>6,877,815</b>

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 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>							
Cash and Cash Equivalents	8	1,057,185	1,067,263	1,033,315	1,110,340	1,067,263	1,124,655
Accounts Receivable	9	1,395,422	1,191,700	1,191,700	1,395,422	1,191,700	1,191,700
GST Receivable		37,163	58,269	58,269	37,162	58,269	58,269
Prepayments		59,069	30,635	30,635	59,069	30,635	30,631
Investments	10	1,973,601	1,764,728	1,764,728	2,273,245	1,764,728	2,051,643
Funds receivable for Capital Works Projects	18	881	-	130,000	881	-	130,000
		<u>4,523,321</u>	<u>4,112,595</u>	<u>4,208,647</u>	<u>4,876,119</u>	<u>4,112,595</u>	<u>4,586,898</u>
<b>Current Liabilities</b>							
Accounts Payable	12	1,828,624	1,561,312	1,561,312	1,842,162	1,561,312	1,575,714
Borrowings	13	40,328	40,328	40,328	40,328	40,328	40,328
Revenue Received in Advance	14	1,247,680	1,276,562	1,276,562	1,247,680	1,276,562	1,273,937
Provision for Cyclical Maintenance	15	182,433	103,059	65,628	182,433	103,059	65,628
Finance Lease Liability	16	32,430	18,539	37,473	32,430	18,539	37,473
Funds held in Trust	17	206,735	347,749	347,749	206,735	347,749	345,749
Funds held for Capital Works Projects	18	124,187	-	27,046	124,187	-	27,046
Funds held on behalf of School Cluster	19	146,913	139,450	139,450	146,913	139,450	139,450
		<u>3,809,330</u>	<u>3,486,999</u>	<u>3,495,548</u>	<u>3,822,868</u>	<u>3,486,999</u>	<u>3,505,325</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>713,991</b>	<b>625,596</b>	<b>713,099</b>	<b>1,053,251</b>	<b>625,596</b>	<b>1,081,573</b>
<b>Non-current Assets</b>							
Investments	10	-	-	-	246,403	-	249,530
Property, Plant and Equipment	11	5,837,611	6,026,176	6,026,176	5,837,611	6,026,176	6,026,176
		<u>5,837,611</u>	<u>6,026,176</u>	<u>6,026,176</u>	<u>6,084,014</u>	<u>6,026,176</u>	<u>6,275,706</u>
<b>Non-current Liabilities</b>							
Borrowings	13	30,246	30,246	70,574	30,246	30,246	70,574
Provision for Cyclical Maintenance	15	382,008	337,381	366,018	382,008	337,381	366,018
Finance Lease Liability	16	61,441	24,333	42,872	61,441	24,333	42,872
		<u>473,695</u>	<u>391,960</u>	<u>479,464</u>	<u>473,695</u>	<u>391,960</u>	<u>479,464</u>
<b>Net Assets</b>		<u><b>6,077,907</b></u>	<u><b>6,259,812</b></u>	<u><b>6,259,811</b></u>	<u><b>6,663,570</b></u>	<u><b>6,259,812</b></u>	<u><b>6,877,815</b></u>
<b>Equity:</b>							
Accumulated comprehensive revenue and expense		6,077,907	6,259,812	6,259,811	6,663,570	6,259,812	6,877,815
Equity investment revaluation reserves		-	-	-	-	-	-
<b>Total equity</b>		<u><b>6,077,907</b></u>	<u><b>6,259,812</b></u>	<u><b>6,259,811</b></u>	<u><b>6,663,570</b></u>	<u><b>6,259,812</b></u>	<u><b>6,877,815</b></u>

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

**Cambridge High School**  
**Statement of Cash Flows**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>							
Government Grants		5,392,297	4,789,550	5,050,526	5,392,297	4,789,550	5,050,526
Locally Raised Funds		1,348,640	843,135	1,416,749	1,337,966	843,135	1,428,374
Hostel		-	-	-	-	-	-
International Students		669,187	794,086	694,174	669,187	794,086	694,174
Goods and Services Tax (net)		21,106	-	(5,483)	21,107	-	(6,488)
Payments to Employees		(3,639,703)	10,656,659	(3,713,071)	(3,639,703)	10,656,659	(3,713,071)
Payments to Suppliers		(3,156,489)	(16,659,635)	(3,433,372)	(3,183,781)	(16,659,635)	(3,485,623)
Interest Paid		(3,999)	-	(5,510)	(3,999)	-	(5,510)
Interest Received		133,127	60,000	244,960	162,236	60,000	293,934
<b>Net cash from / (to) the Operating Activities</b>		<b>764,166</b>	<b>483,795</b>	<b>247,973</b>	<b>755,310</b>	<b>483,795</b>	<b>256,316</b>
<b>Cash flows from Investing Activities</b>							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		3,565	-	13,444	3,565	-	13,444
Purchase of Property Plant & Equipment (and Intangibles)		(285,206)	(475,000)	(350,893)	(285,206)	(475,000)	(413,111)
Purchase of Investments		(1,608,873)	-	-	(1,642,827)	-	-
Proceeds from Sale of Investments		1,400,000	-	200,000	1,402,625	-	173,549
<b>Net cash from / (to) the Investing Activities</b>		<b>(490,514)</b>	<b>(475,000)</b>	<b>(137,449)</b>	<b>(521,843)</b>	<b>(475,000)</b>	<b>(226,118)</b>
<b>Cash flows from Financing Activities</b>							
Furniture and Equipment Grant		-	-	-	-	-	-
Contributions from Ministry of Education		(280,000)	-	(200,000)	(280,000)	-	(200,000)
Distributions to Ministry of Education		(19,897)	(37,473)	(34,853)	(19,897)	(37,473)	27,365
Finance Lease Payments		-	-	-	-	-	-
Loans Received		-	-	-	-	-	-
Repayment of Borrowings		(40,328)	(40,328)	(40,328)	(40,328)	(40,328)	(40,328)
Funds Administered on Behalf of Other Parties		90,443	102,954	128,591	92,443	102,954	164,718
<b>Net cash from / (to) Financing Activities</b>		<b>(249,782)</b>	<b>25,153</b>	<b>(146,590)</b>	<b>(247,782)</b>	<b>25,153</b>	<b>(48,245)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>23,870</b>	<b>33,948</b>	<b>(36,066)</b>	<b>(14,315)</b>	<b>33,948</b>	<b>(18,047)</b>
Cash and cash equivalents at the beginning of the year	8	1,033,315	1,033,315	1,069,381	1,124,655	1,033,315	1,142,702
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>1,057,185</b>	<b>1,067,263</b>	<b>1,033,315</b>	<b>1,110,340</b>	<b>1,067,263</b>	<b>1,124,655</b>

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 2025

#### 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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

###### Basis of Preparation

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

###### Basis of Consolidation

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

###### Subsidiaries

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

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

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

###### Financial Reporting Standards Applied

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

###### PBE Accounting Standards Reduced Disclosure Regime

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

###### Measurement Base

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

###### Presentation Currency

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

### **Specific Accounting Policies**

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

### **Critical Accounting Estimates And Assumptions**

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

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

#### *Cyclical maintenance*

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

#### *Useful lives of property, plant and equipment*

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

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 24.

#### *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 27.

## **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.

For Integrated Groups this note should also include the following:

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Finance Lease Payments**

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

**e) Cash and Cash Equivalents**

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

**f) Accounts Receivable**

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

**g) 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.

**h) 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
Intangible Assets	3 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

#### **i) 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.

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.

#### **j) Accounts Payable**

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

#### **k) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

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

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

#### **l) Revenue Received in Advance**

Revenue received in advance relates to fees received from international and domestic students and grants received from MOE where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

#### **m) Funds Held 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.

#### **n) Funds held for Capital works**

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

#### **o) 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.

#### **p) 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.

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

**r) Borrowings**

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

**s) Goods and Services Tax (GST)**

The 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.

**t) Budget Figures**

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

**u) Services received in-kind**

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

**2. Government Grants**

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	5,340,155	4,504,933	4,925,746	5,340,155	4,504,933	4,925,746
Teachers' Salaries Grants	12,006,569	12,000,000	11,477,458	12,006,569	12,000,000	11,477,458
Use of Land and Buildings Grants	3,895,264	4,243,676	4,243,676	3,895,264	4,243,676	4,243,676
Other Government Grants	99,852	284,616	90,040	99,852	284,616	90,040
	<b>21,341,840</b>	<b>21,033,225</b>	<b>20,736,920</b>	<b>21,341,840</b>	<b>21,033,225</b>	<b>20,736,920</b>

**3. Locally Raised Funds**

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>						
Fees for Extra Curricular Activities	1,107,742	20,000	1,184,825	1,107,318	20,000	1,184,825
Donations and Bequests	16,995	737,635	33,170	26,995	737,635	47,420
Fundraising & Community Grants	198,045	-	151,874	177,795	-	151,874
Trading	-	20,500	-	-	20,500	-
Other Revenue	64,139	65,000	39,859	64,139	65,000	39,859
International Student Fees	677,587	794,086	807,561	677,587	794,086	807,561
	<b>2,064,508</b>	<b>1,637,221</b>	<b>2,217,289</b>	<b>2,053,834</b>	<b>1,637,221</b>	<b>2,231,539</b>
<b>Expenses</b>						
Extra Curricular Activities Costs	901,126	48,000	813,814	901,126	48,000	813,814
Fundraising and Community Grant Costs	13,412	-	6,315	13,412	-	27,989
Other Locally Raised Funds Expenditure	8,447	-	9,240	30,772	-	9,240
International Student - Employee Benefits - Salaries	106,796	92,000	123,415	106,796	92,000	123,415
International Student - Other Expenses	160,600	202,586	188,275	160,600	202,586	188,275
	<b>1,190,381</b>	<b>342,586</b>	<b>1,141,059</b>	<b>1,212,706</b>	<b>342,586</b>	<b>1,162,733</b>
	<b>874,127</b>	<b>1,294,635</b>	<b>1,076,230</b>	<b>841,128</b>	<b>1,294,635</b>	<b>1,068,806</b>

Surplus/ (Deficit) for the year Locally Raised Funds

**4. Learning Resources**

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	752,871	1,072,290	820,474	752,871	1,072,290	820,474
Information and Communication Technology	129,375	156,000	112,744	129,375	156,000	112,744
Employee Benefits - Salaries	14,144,148	74,240	13,776,732	14,144,148	74,240	13,776,732
Staff Development	47,013	28,850	57,472	47,013	28,850	57,472
Depreciation	527,092	475,000	514,259	527,092	475,000	514,259
Other Learning Resource Expenses	37,549	13,933,893	48,560	37,549	13,933,893	48,560
	<b>15,638,048</b>	<b>15,740,273</b>	<b>15,330,241</b>	<b>15,638,048</b>	<b>15,740,273</b>	<b>15,330,241</b>

**5. Administration**

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fee	15,869	10,000	15,088	19,812	10,000	18,699
Board Fees and Expenses	56,102	38,107	59,315	56,102	38,107	59,315
Other Administration Expenses	351,869	351,016	381,850	352,029	351,016	380,982
Employee Benefits - Salaries	1,142,127	1,088,101	1,175,589	1,142,127	1,088,101	1,175,589
Insurance	31,660	15,200	34,534	31,660	15,200	34,534
Service Providers, Contractors and Consultancy	10,380	11,000	9,902	10,380	11,000	9,902
	<b>1,608,007</b>	<b>1,513,424</b>	<b>1,676,278</b>	<b>1,612,110</b>	<b>1,513,424</b>	<b>1,679,021</b>

**6. Property**

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	316,203	310,000	317,493	316,203	310,000	317,493
Cyclical Maintenance Provision	132,795	-	(119,938)	132,795	-	(119,938)
Heat, Light and Water Rates	118,520	120,000	124,527	118,520	120,000	124,527
Repairs and Maintenance	71,624	28,000	46,288	71,624	28,000	46,288
Use of Land and Buildings	173,653	195,487	176,263	173,653	195,487	176,263
Employee Benefits - Salaries	3,895,264	4,243,676	4,243,676	3,895,264	4,243,676	4,243,676
Other Property Expenses	167,329	89,000	135,462	167,329	89,000	135,462
	<b>4,980,159</b>	<b>5,134,163</b>	<b>5,034,532</b>	<b>4,980,159</b>	<b>5,134,163</b>	<b>5,034,532</b>

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.

#### 8. Cash and Cash Equivalents

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	1,057,185	1,067,263	1,033,315	1,110,340	1,067,263	1,124,655
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	1,057,185	1,067,263	1,033,315	1,110,340	1,067,263	1,124,655

- Of the \$1,057,185 Cash and Cash Equivalents and \$1,973,601 Short Term Bank Deposits \$1,725,515 is subject to restrictions for the following
- \$1,585 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 14.
  - \$1,217,148 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
  - \$124,187 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 18.
  - \$146,913 is held by the school on behalf of the Kahui Ako cluster. See note 19 for details of the revenue and expenditure of the cluster.
  - \$28,947 of student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 14.
  - \$206,735 of student fees relating to the 2026 school year have been collected by the school. This is included in Funds Held in Trust in note 17.

#### 9. Accounts Receivable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	78,345	53,296	53,296	78,345	53,296	53,296
Receivables from the Ministry of Education	9,270	-	-	9,270	-	-
Interest Receivable	11,333	24,391	24,391	11,333	24,391	24,391
Teacher Salaries Grant Receivable	1,296,474	1,114,013	1,114,013	1,296,474	1,114,013	1,114,013
	1,395,422	1,191,700	1,191,700	1,395,422	1,191,700	1,191,700
Receivables from Exchange Transactions	89,678	77,687	77,687	89,678	77,687	77,687
Receivables from Non-Exchange Transactions	1,305,744	1,114,013	1,114,013	1,305,744	1,114,013	1,114,013
	1,395,422	1,191,700	1,191,700	1,395,422	1,191,700	1,191,700

#### 10. Investments

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset						
Short-term Bank Deposits	1,973,601	1,764,728	1,764,728	2,273,245	1,764,728	2,051,643
	1,973,601	1,764,728	1,764,728	2,273,245	1,764,728	2,051,643
Non-current Asset						
Equity Investments	-	-	-	246,403	-	249,530
	-	-	-	246,403	-	249,530
Total Investments	1,973,601	1,764,728	1,764,728	2,519,648	1,764,728	2,301,173

#### 11. Property, Plant and Equipment

##### GROUP

	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Buildings	4,079,447	11,530	-	-	(110,213)	3,980,764
Furniture and Equipment	541,162	147,409	(2,400)	-	(90,678)	595,493
Information and Communication Technology	669,332	24,605	-	-	(147,397)	546,540
Motor Vehicles	12,473	-	-	-	(2,408)	10,065
Textbooks	33,336	8,823	-	-	(7,733)	34,426
Electronic Equipment	27,940	-	-	-	(12,053)	15,887
Minor Equipment	25,424	-	-	-	(4,190)	21,234
Musical Instruments	70,781	22,472	-	-	(15,484)	77,769
Outdoor Education	12,908	-	-	-	(3,094)	9,814
Property & Grounds	103,824	8,456	-	-	(25,479)	86,801
Sports & Gym Equipment	203,137	18,141	-	-	(36,409)	184,869
Teaching Equipment	108,749	31,381	(682)	-	(17,904)	121,544
Leased Assets	73,995	59,796	-	-	(44,965)	88,827
Library Resources	63,667	15,472	(6,474)	-	(9,085)	63,580
	6,026,176	348,085	(9,556)	-	(527,092)	5,837,613

GROUP	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	5,715,818	(1,735,054)	3,980,764	5,704,288	(1,624,841)	4,079,447
Furniture and Equipment	1,722,855	(1,127,362)	595,493	1,577,846	(1,036,684)	541,162
Information and Communication Technology	1,777,818	(1,231,278)	546,540	1,753,213	(1,083,881)	669,332
Motor Vehicles	234,250	(224,185)	10,065	234,250	(221,777)	12,473
Textbooks	415,763	(381,337)	34,426	406,940	(373,604)	33,336
Electronic Equipment	337,878	(321,993)	15,885	337,878	(309,938)	27,940
Minor Equipment	160,009	(138,775)	21,234	160,009	(134,585)	25,424
Musical Instruments	178,226	(100,457)	77,769	155,755	(84,974)	70,781
Outdoor Education	318,227	(308,413)	9,814	318,227	(305,319)	12,908
Property & Grounds	542,321	(455,520)	86,801	533,865	(430,041)	103,824
Scientific Equipment	22,145	(22,145)	-	22,145	(22,145)	-
Software	44,490	(44,490)	-	44,490	(44,490)	-
Sports & Gym Equipment	801,502	(616,633)	184,869	783,362	(580,225)	203,137
Teaching Equipment	325,223	(203,679)	121,544	295,303	(186,554)	108,749
Leased Assets	130,589	(41,762)	88,827	144,734	(70,738)	73,996
Library Resources	153,673	(90,093)	63,580	153,850	(90,183)	63,667
	<b>12,880,787</b>	<b>(7,043,176)</b>	<b>5,837,611</b>	<b>12,626,155</b>	<b>(6,599,979)</b>	<b>6,026,176</b>

#### SCHOOL

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
Buildings	4,079,447	11,530	-	-	(110,213)	3,980,764
Furniture and Equipment	541,162	147,409	(2,400)	-	(90,678)	595,493
Information and Communication Technology	669,332	24,605	-	-	(147,397)	546,540
Motor Vehicles	12,473	-	-	-	(2,408)	10,065
Textbooks	33,336	8,823	-	-	(7,733)	34,426
Electronic Equipment	27,940	-	-	-	(12,053)	15,885
Minor Equipment	25,424	-	-	-	(4,190)	21,234
Musical Instruments	70,781	22,472	-	-	(15,484)	77,769
Outdoor Education	12,908	-	-	-	(3,094)	9,814
Property & Grounds	103,824	8,456	-	-	(25,479)	86,801
Sports & Gym Equipment	203,137	18,141	-	-	(36,409)	184,869
Teaching Equipment	108,749	31,381	(682)	-	(17,904)	121,544
Leased Assets	73,996	59,796	-	-	(44,965)	88,827
Library Resources	63,667	15,472	(6,474)	-	(9,085)	63,580
	<b>6,026,176</b>	<b>348,085</b>	<b>(9,556)</b>	<b>-</b>	<b>(527,092)</b>	<b>5,837,611</b>

#### SCHOOL

2025	2025	2025	2024	2024	2024	
Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value	
\$	\$	\$	\$	\$	\$	
Buildings	5,715,818	(1,735,054)	3,980,764	5,704,288	(1,624,841)	4,079,447
Furniture and Equipment	1,722,855	(1,127,362)	595,493	1,577,846	(1,036,684)	541,162
Information and Communication Technology	1,777,818	(1,231,278)	546,540	1,753,213	(1,083,881)	669,332
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Musical Instruments	178,226	(100,457)	77,769	155,755	(84,974)	70,781
Outdoor Education	318,227	(308,413)	9,814	318,227	(305,319)	12,908
Property & Grounds	542,321	(455,520)	86,801	533,865	(430,041)	103,824
Scientific Equipment	22,145	(22,145)	-	22,145	(22,145)	-
Software	44,490	(44,490)	-	44,490	(44,490)	-
Sports & Gym Equipment	801,502	(616,633)	184,869	783,362	(580,225)	203,137
Teaching Equipment	325,223	(203,679)	121,544	295,303	(186,554)	108,749
Leased Assets	130,589	(41,762)	88,827	144,734	(70,738)	73,996
Library Resources	153,673	(90,093)	63,580	153,850	(90,183)	63,667
	<b>12,880,787</b>	<b>(7,043,176)</b>	<b>5,837,611</b>	<b>12,626,155</b>	<b>(6,599,979)</b>	<b>6,026,176</b>

The net carrying value of furniture and equipment held under a finance lease is \$88,827 (2024: \$73,996)

#### Restrictions

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

**12. Accounts Payable**

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	330,672	159,690	159,690	340,672	159,690	174,092
Accruals	12,329	12,588	12,588	15,867	12,588	12,588
Employee Entitlements - Salaries	1,422,193	1,332,962	1,332,962	1,422,193	1,332,962	1,332,962
Employee Entitlements - Leave Accrual	63,430	56,072	56,072	63,430	56,072	56,072
	<b>1,828,624</b>	<b>1,561,312</b>	<b>1,561,312</b>	<b>1,842,162</b>	<b>1,561,312</b>	<b>1,575,714</b>
Payables for Exchange Transactions	406,431	228,350	228,350	419,969	228,350	242,752
Payables for Non-exchange Transactions - Other	1,422,193	1,332,962	1,332,962	1,422,193	1,332,962	1,332,962
	<b>1,828,624</b>	<b>1,561,312</b>	<b>1,561,312</b>	<b>1,842,162</b>	<b>1,561,312</b>	<b>1,575,714</b>

The carrying value of payables approximates their fair value.

**13. Borrowings**

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Loans due in one year	40,328	40,328	40,328	40,328	40,328	40,328
	<b>40,328</b>	<b>40,328</b>	<b>40,328</b>	<b>40,328</b>	<b>40,328</b>	<b>40,328</b>
Loans due after one year	30,246	30,246	70,574	30,246	30,246	70,574
	<b>30,246</b>	<b>30,246</b>	<b>70,574</b>	<b>30,246</b>	<b>30,246</b>	<b>70,574</b>

The School has borrowings at 31 December 2025 of \$70,574 (31 December 2024: \$110,902). 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.

**14. Revenue Received in Advance**

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	1,585	8,835	8,835	1,585	8,835	8,835
International Student Fees in Advance	1,217,148	1,225,548	1,225,548	1,217,148	1,225,548	1,225,548
Other revenue in Advance	28,947	42,179	42,179	28,947	42,179	39,554
	<b>1,247,680</b>	<b>1,276,562</b>	<b>1,276,562</b>	<b>1,247,680</b>	<b>1,276,562</b>	<b>1,273,937</b>

**15. Provision for Cyclical Maintenance**

	2025 Actual \$	School and Group 2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	431,646	366,018	560,495
Increase to the Provision During the Year	132,795	-	94,377
Use of the Provision During the Year	-	-	(223,226)
Provision at the End of the Year	<b>564,441</b>	<b>366,018</b>	<b>431,646</b>
Cyclical Maintenance - Current	182,433	103,059	65,628
Cyclical Maintenance - Non current	382,008	337,381	366,018
	<b>564,441</b>	<b>440,440</b>	<b>431,646</b>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the school's 10YPP.

## 16. Finance Lease Liability

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

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	39,368	22,505	43,009	39,368	22,505	43,009
Later than One Year	67,700	26,812	47,981	67,700	26,812	47,981
Future Finance Charges	(13,197)	(6,445)	(10,645)	(13,197)	(6,445)	(10,645)
	<u>93,871</u>	<u>42,872</u>	<u>80,345</u>	<u>93,871</u>	<u>42,872</u>	<u>80,345</u>
<b>Represented by</b>						
Finance lease liability - Current	32,430	18,539	37,473	32,430	18,539	37,473
Finance lease liability - Non-current	61,441	24,333	42,872	61,441	24,333	42,872
	<u>93,871</u>	<u>42,872</u>	<u>80,345</u>	<u>93,871</u>	<u>42,872</u>	<u>80,345</u>

## 17. Funds held in Trust

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	206,735	347,749	347,749	206,735	347,749	345,749
	<u>206,735</u>	<u>347,749</u>	<u>347,749</u>	<u>206,735</u>	<u>347,749</u>	<u>345,749</u>

## 18. Funds Held for Capital Works Projects

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

### School and Group

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
SIP Funding Projects (222039)	194	-	-	(194)	-
Changing Room Refurbish & Re-roof (218359)	7,815	-	-	(7,815)	-
MOE - ReRoof Project (243698)	19,037	500,000	(402,300)	-	116,737
R&D Block Internal Works (232110)	(130,000)	130,000	-	-	-
MOE - 5YA - Switchboard Upgrade (243699)	-	37,671	(41,012)	2,460	(881)
MOE - 5YA - C Block Reclad & Interior (239964)	-	-	(365)	7,815	7,450
Totals	<u>(102,954)</u>	<u>667,671</u>	<u>(443,677)</u>	<u>2,266</u>	<u>123,306</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	124,187
Funds Receivable from the Ministry of Education	(881)

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Transfers \$	Board Contributions \$	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 (243698)	-	28,000	(8,963)	-	-	19,037
R&D Block Internal Works (232110)	-	230,000	(560,000)	-	200,000	(130,000)
Totals	<u>128,698</u>	<u>268,593</u>	<u>(660,565)</u>	<u>(77,806)</u>	<u>238,126</u>	<u>(102,954)</u>

### 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.

The amount contributed by the Board was \$38,126 (represented by \$238,126 less the joint project R&D contribution of \$200,000)

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

## 19. 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	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held at Beginning of the Year	139,450	-	144,218
Funds Received from Cluster Members	76,068	-	35,235
Funds Received from MOE	7,826	-	19,292
Total funds received	223,344	-	198,745
Funds Spent on Behalf of the Cluster	76,431	-	59,295
Funds remaining	146,913	-	139,450
Funds Held at Year End	146,913	139,450	139,450

## 20. 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.

## 21. Remuneration

Key management personnel compensation (School)

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

	2025 Actual \$	2024 Actual \$
<b>Board Members</b>		
Remuneration	4,560	4,525
<b>Leadership Team</b>		
Remuneration	1,274,793	1,272,035
Full-time equivalent members	8	8
Total key management personnel remuneration	1,279,353	1,276,560

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance (3 members) committee that met 8 times. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	250 - 260	260 - 270
Benefits and Other Emoluments	7 - 8	8 - 9
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	38.00	38.00
110 - 120	25.00	19.00
120 - 130	11.00	6.00
130 - 140	2.00	1.00
140 - 150	2.00	4.00
150 - 160	1.00	0.00
160 - 170	1.00	0.00
	80.00	68.00

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

## 22. Compensation and Other Benefits Upon Leaving

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

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

### 23. Contingencies

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

#### Holidays Act Compliance – Schools Payroll

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

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

### 24. Commitments

#### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$314,982 (2024:\$19,037) as a result of entering the following contracts:

Contract Name	2025 Capital Commitment \$
MOE - ReRoof Project (243698)	314,982
<b>Total</b>	<b>314,982</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

### 25. Financial Instruments

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

#### Financial assets measured at amortised cost

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,057,185	1,067,263	1,033,315	1,110,340	1,067,263	1,124,655
Receivables	1,395,422	1,191,700	1,191,700	1,395,422	1,191,700	1,191,700
Investments - Term Deposits	1,973,601	1,764,728	1,764,728	2,273,245	1,764,728	2,051,643
<b>Total financial assets measured at amortised cost</b>	<b>4,426,208</b>	<b>4,023,691</b>	<b>3,989,743</b>	<b>4,779,007</b>	<b>4,023,691</b>	<b>4,367,998</b>

#### Financial liabilities measured at amortised cost

Payables	1,828,624	1,561,312	1,561,312	1,842,162	1,561,312	1,575,714
Borrowings - Loans	30,246	30,246	110,902	30,246	30,246	110,902
Finance Leases	93,871	42,872	80,345	93,871	42,872	80,345
<b>Total financial liabilities measured at amortised cost</b>	<b>1,952,741</b>	<b>1,634,430</b>	<b>1,752,559</b>	<b>1,966,279</b>	<b>1,634,430</b>	<b>1,766,961</b>

#### Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	-	-	-	246,403	-	249,530
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#### Fair value estimation

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

### 26. Events After Balance Date

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

### 27. Investment in Subsidiaries

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

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2025	2024	2025	2024
Cambridge High School Educational Trust	Raising Funds	Cambridge, NZ	100%	100%	-	-

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

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

The Trust is a registered charity.

### 28. 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 2025

The Auditor-General is the auditor of Cambridge High School (the School) and its subsidiaries and controlled entities (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 School and the Group on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's and the Group's financial position as at 31 December 2025; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 21 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### Responsibilities of the Board for the financial statements

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

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

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

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

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

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



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

Our responsibilities arise from the Public Audit Act 2001.

**Other information included in the Board's annual report**

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

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Kiwisport Report.

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

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

**Independence**

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

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

A handwritten signature in black ink, appearing to read 'JVL', written in a cursive style.

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 2025

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2025, the school received Kiwisport funding of \$47,677 (excluding GST) [2024: \$46,542]. The funding contributes to the running of sports at Cambridge High School.

# **Cambridge High School Statement of Compliance with Employment Policy**

For the year ended 31 December 2025

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.

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

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

Cambridge High School ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination and the school 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

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

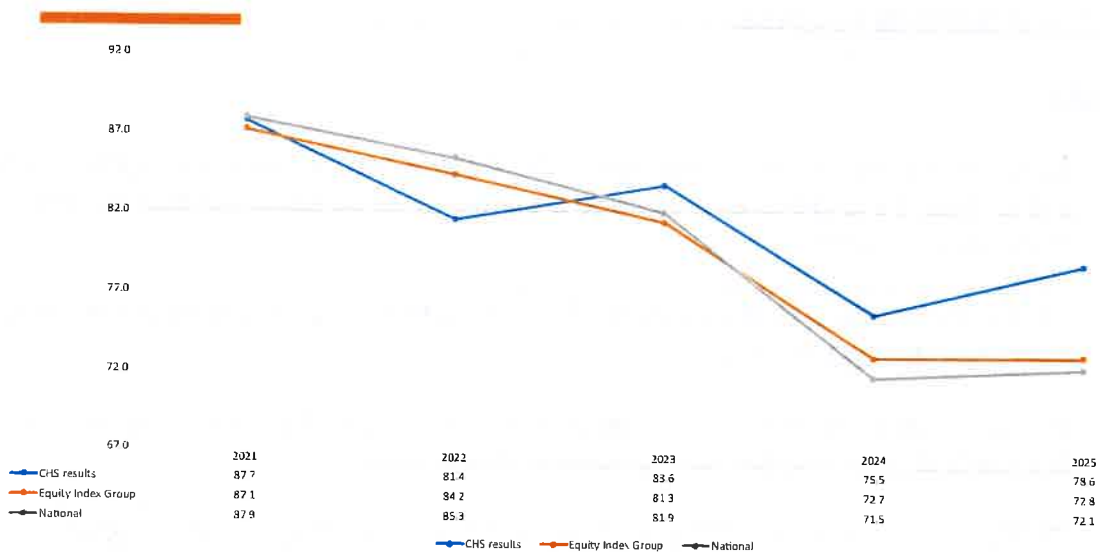
- 1.1 *Build on success in our cross-curricular literacy and numeracy programmes in Year 9 and Year 10 classes and develop a school-wide strategy for literacy and numeracy success.*
- 1.2 *CHS will provide a high-quality NCEA programme in all learning areas for all learners/aakonga at CHS.*
- 1.3 *Student agency in learning further enhanced by use of student goalsetting, learner/aakonga tracker, and academic mentoring.*
- 1.4 *CHS junior curriculum will be re-designed to ensure that learning remains relevant for our community, with learners at the centre, providing appropriate academic challenge and based on best practice.*
- 1.5 *Effective review and target setting informed by NCEA achievement data with a focus on excellence in learning and academic performance.*

### **Measures / Outcomes**

- 1.1 *A consistent cross-curricular approach in literacy and numeracy, with clearly defined faculty responsibilities, results in improvement in literacy and numeracy levels in year 9 and 10 students. 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. Evidence of this will be shared with the board. NELP 1 & 3.*  
*The results from 2025 showed an 4.5% increase in literacy and numeracy achievement in Level 1. This combination was a result of a schoolwide response to the assessment, including professional development, improved tracking and the adjustment of classes to offer support for students needing assistance. Students who made more than one curriculum level of progress each year to pass the CAA exams are 30% in Numeracy, 10% in Reading and 18% in Writing.*
- 1.2 *Level 1 curriculum updated and refined for subject specific and schoolwide programmes.*  
*Level 1 was reviewed regularly with the HoFs to ensure that the changes were well implemented and that the learning environment for students expected. This is supported by the NCEA analysis (below) which highlights the successful development and implementation of our Level 1 programme.*



# Achievement rates – Level 1



*Ongoing evaluation with data supports the delivery of high-quality NCEA assessment following internal policies and processes. Clear and informative communication with the CHS community occurs.*

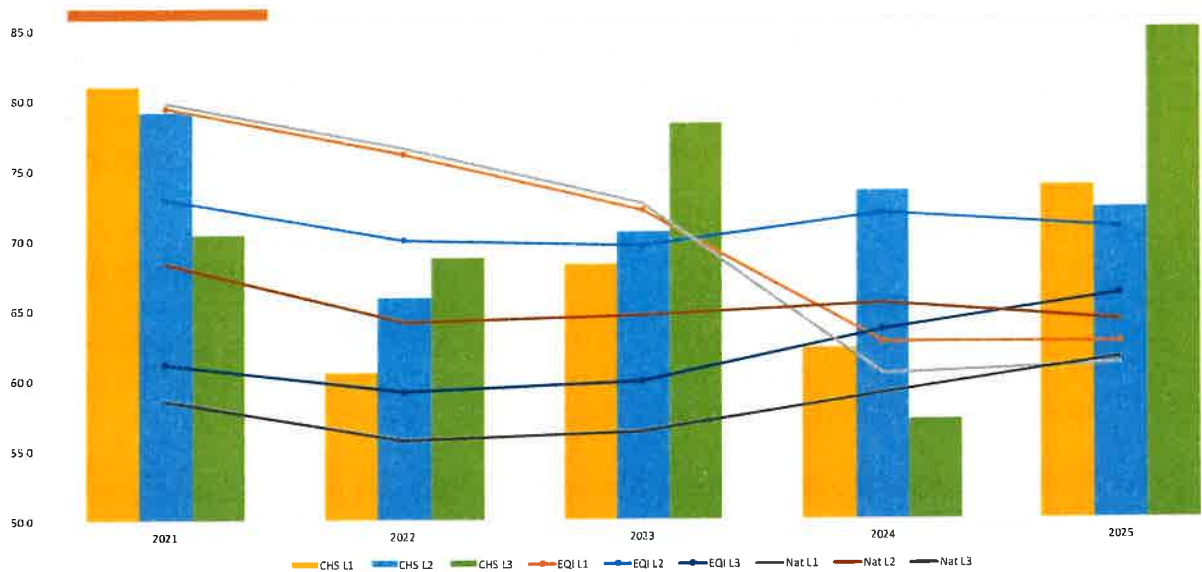
Significant work has been done in this area, sharing with the students and our community expectations around NCEA assessment, the assessment calendar and policies that support a high-quality NCEA programme.

*Maaori student achievement data will be discussed with senior leadership and targets set per faculty by end of Term 2. This will be included when reporting to the Board. NELP 1 & 3.*

The analysis of academic results from previous years and the internal assessments that we shared with the Board throughout the year highlight a trend of increasing academic achievement for our Maaori students (see graph). This is a great recognition of the work of CHS staff, the school board and its to create a learning environment where Maaori students can enjoy success as Maaori.



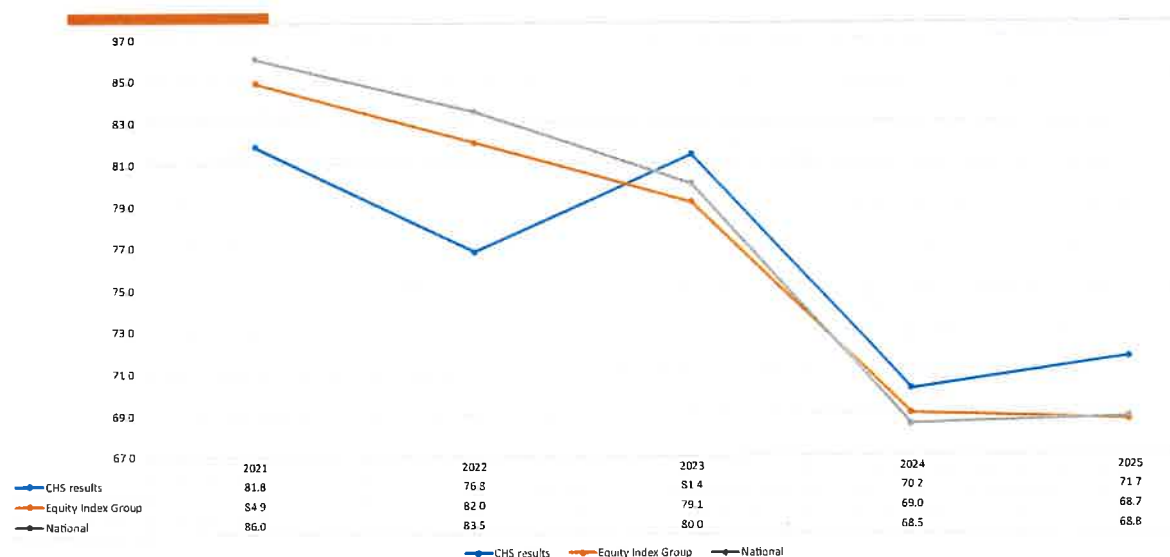
## Special emphasis – L1 to 3 Maaori student



Male student achievement data will be discussed with senior leadership and targets set per faculty by end of Term 2. This will be included when reporting to the Board. NELP 1 & 3.

Achievement data was monitored throughout the year with the Board and Heads of Faculty. Academic counselling supported the setting of targets and the increase in Level 1 achievement rates is a positive reflection, achieving success in this area of focus.

## Special emphasis – L1 Male achievement



Continue engagement with NCEA change package through leaders maintaining active connections with subject groups and regional/national associations to receive timely updates on developments. NELP 3 & 4.



This is ongoing with staff contributing nationally and regionally to the change that is occurring in education. CHS supported staff to host and attend PLD and workshops, building connections and networks to support the sharing of information around the change.

- 1.3 *Mechanism for the ongoing monitoring of student learning progress in the junior and senior school will be prioritised on a termly basis. The system for junior goalsetting and learning progress to be monitored will be trialled and refined. Goals will be set by the end of Term 1 and termly reflection meetings held with the student's Form Teacher.*

The Supporting Us team have begun with the development of the junior tracking system. This is challenging as we are in also improving our curriculum design, implementing new curricula and the associated changes in assessment expectations. The senior analysis is becoming embedded with adjustments based on feedback from staff and students being use to increase the usefulness of the academic mentoring and tracking mechanism.

*REACH reports to replace navigator reports. This will be developed and unpacked with staff.*

This was replaced and has an emphasis on the student approach to learning. The report provides feedback on the extent to which a student engages with eh school REACH values to demonstrate the characteristics that will see them succeed in their time at CHS.

*PAROT is incorporated as part of the monthly reporting structure as required by the Board.*

This is an established tool and used as a part of the reporting to the Board.

- 1.4 *The Curriculum Design Group (CDG) will implement changes to reports, including the necessary professional learning and communication with our community.*

This has resulted in a thorough review of the junior school curriculum design, emphasising 3 main areas; teacher dispositions, curriculum design and reporting. This timely work is underpinning our engagement with the rollout of the new curricula.

*The CDG will use feedback from faculty self-evaluation to identify priorities to implement the CHS signature pedagogy, including timelines and resourcing needs. NELPs 1-5.*

This is ongoing as we incorporate changes that are occurring nationally.

*The CDG will commence staff-wide professional learning to support the signature pedagogy for CHS.*

The delivery of PLD and associated conversations with staff and in faculties has increased the awareness of our curriculum design, the reflection of the national curriculum and its ability to reach all students at CHS. This PLD has been ongoing with staff.

- 1.5 *Embed the use of PAROT providing useful and regular information to form teachers with both a pastoral and academic focus.*

This has been successful and is an effective tool to support conversations with students about their progress.

*Ongoing review shared with school Board via scheduled presentations, including a*



*particular focus on literacy and numeracy, aakonga Maaori and male achievement per faculty. NELP 3, Priority 6.*

Monthly reports to the Board monitor and track student achievement across CHS with a particular emphasis on our Maaori and male students.

Scholarships results support the success of CHS in making progress against 1.5 Increased success to 13 scholarships across a wider range of subjects, as follows: English, French, Spanish, Bio (2), Chem, Physics, Calculus (2), Music (2), Classics, Emily Drake, Te Ao Haka.

## **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 *Reinforce the aspirational CHS culture and positive behaviours that are articulated by PC4L, Restorative Practice and within the REACH values.*
- 2.3 *Implement and imbed the new framework to support the Arts and Sports at all levels in the school.*
- 2.4 *Health and Safety reporting used to identify challenges and respond in a cohesive manner.*

### Measures / Outcomes

- 2.1 *Increase the involvement of our staff and students within Te Ao Maaori through professional learning opportunities and increasing access for students to build their understanding of Te Ao Māori. NELP 1, 2 & 3. Priorities 2, 3, 5.*  
This is a growth area for CHS and we are greatly for the support of our mana whenua, Kahui Ako and the great work that schools in our community have done to raise the profile and understanding of Te Ao Maaori.
- 2.2 *Continue to imbed Restorative Practice throughout the school led by the University of Waikato. Staff-wide training and professional learning throughout the year. Behaviour Action Plan and school processes and procedures will be reviewed to will be reviewed to ensure cohesion with Restorative Practice. NELP 3, Priority 6.*  
Restorative Practice was led by two staff who met staff needs through training, developing resources to support restorative practice and leading restorative meetings.
- 2.3 *By the end of 2025 the new framework for Sports and Arts will be implemented with the different curricular and co- curricular opportunities available for students and mechanisms for celebrating success. This includes resource allocation, management structures and participation targets. NELP 1, Priority 2.*  
Feedback from students through surveys, focus groups and conversations point to a



great range of opportunities for our students. There is significant support for our student involvement, and this has been developed further with the support of external agencies. We have received funding for equipment which will enable our students to be more active in participation during breaks as well as remove financial barriers to participation in sports or arts.

- 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 has been completed and reviewed thoroughly.*



### **3. LEADERSHIP AND DEVELOPMENT**

**CHS culture nurtures ongoing learning and growth.**

#### **Actions**

- 3.1 *Embed the Professional Growth Cycle and Support Staff appraisal process to support ongoing professional learning.*
- 3.2 *CHS staff recognition package celebrating professional milestones, long service to CHS and offers opportunities for ongoing study.*
- 3.3 *Enhance leadership capability and cohesion to support existing school leadership and provide for ongoing improvement and professional development opportunities within staff at CHS.*

#### **Measures / Outcomes**

- 3.1 *Professional Growth Cycle and Support Staff appraisal process will be embedded in CHS with ongoing promotion, goal setting that is aligned with the faculty/department and school key priorities and completion by staff through their faculties/departments. NELP 3.*  
*This is now embedded. Further work will be done in 2026 to align it with the new strategic plan and new teaching standards from the Teaching Council.*
- 3.2 *Staff recognition sustained with a recognition of milestones and sharing learning from study grants. Reinforce the opportunities available to staff and celebrate the benefits for CHS staff and our community. NELP 3.*  
*This has been well-delivered and is now a sustained mechanism to recognise staff involvement and support of CHS and its community.*
- 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.*  
*Middle leadership development supported through the PGC and SLT relationship. NELP 3.*  
*This is a well-established and effective mechanism to provide for communication between middle and senior leaders at CHS. It is a particularly important mechanism during such a time of change, especially as much of the information about the change is filtered through subject associations.*



#### **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.*  
*Completed.*
- 4.2 *A communication role will be established by the end of Term 1. The focus of this role will be to share the success of the school in strategic areas through existing channels. Metrics for measuring ongoing impact and reach will be established by the end of Term 2. NELP 1, Priority 2.*  
*This was delayed, but a new appointment was made at the end of 2025 with a start date in January 2026.*
- 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.*  
*This was fully explored in conjunction with CHS Educational Trust. The decision was made to build on existing opportunities as the resource was not yet available to allocate to the establishment of an alumni foundation. The emphasis will be to make use of existing connections with alumni to enhance the learning environment at CHS.*



## **5. CHS OPERATIONS**

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

### **Actions**

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

### **Measures / outcomes**

- 5.1 *Monitoring of Health and Safety will include construction impact on M Block late in 2025. 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.*  
*This has been successful with a change in approach to duty to provide for greater coverage across the campus.*
- 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.*  
*This has been well-established at CHS and underpins the ability for the SLT to maintain a focus on ensuring that areas of strategic importance remain central to our operations.*
- 5.3 *Effective budgeting, planning investment and shared financial stewardship across CHS in conjunction with the Finance committee of the Board.*  
*CHS appreciates the support of the finance committee in providing financial oversight.*
- 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.*  
*This work is ongoing and has helped identify areas for increased provision alongside exploring ways to maintain a strong pool of candidates for roles. This is very important as the most common outcome for us was to re-advertise for a role in 2025.*
- 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.*  
*This is now completed and CHS looks forward to engaging with the MoE on implementation of this plan to support the growth in Cambridge.*

*Opportunities to improve facilities in collaboration with the community will be explored*



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*and a priority list established annually. Viability of projects will be explored through the Board finance committee.*

This focus has enabled the school board to fund the increase and improvement of science labs and class space while remedial work is ongoing. As the participation rates continue to increase, CHS has concerns about the ability of the school and town's facilities to meet this need.

## Cambridge High School student progress and achievement in 2025

### 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 adverse 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 the equity band – Level 1 78.6% vs 74.5% for equity band. Level 2 80.2% 80.0% for equity band. Level 3 82.4% vs 76.6% for equity band.

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

Literacy comparisons with our similar schools from within our equity group (the pairing is CHS vs Equity Group)

Level 1 – 87.8% 83.4% Level 2 – 96.4% 91.8%, Level 3 – 97.8% 95.7%.

Numeracy

Level 2 – 89.2% 88.2% Level 2 – 92.6% 91.4% Level 3 – 97.5% 96.1%

An area of particular focus through 2025 was the academic success and retention of our Maaori students into senior year levels. There has been an improvement since 2022 in academic performance both in terms of increasing pass rates and levels of academic performance, with more Maaori students achieving endorsements. This is promising as we observe comparable academic success for our Maaori and non-Maaori students in Year 13 and in 2025, we saw a larger proportion of Maaori attaining Level 3. The longer we engage our Maaori 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 Levels 2 and 3 and Level 1](#)

[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 2025.

