

Waiheke High School Annual Report

For the year ended 31 December 2024

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Analysis of Variance 2024

Core Values - Strategic Plan

Island-based - Our character reflects that of our island; a unique place with a strong identity. We are proud of our connection with our environment and our diverse community.

Te Tiriti Partners - We understand and honour the principles of Te Tiriti o Waitangi and this bicultural foundation is evident in all of our actions and decision making.

Open and diverse - Our school culture is about embracing uniqueness, inclusiveness and diversity. We understand that success is different for every student.

Great performers/Holistic educators - We deliver great results through engaging and meaningful education to all students, not only curriculum based but also values and life-skills based.

Strategic Goal One

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| Strategic Aim: | Island Based - Waiheke High School is an inspiring island based school for tamariki, teachers, whānau and the community. |
| Annual Goals: | <ol style="list-style-type: none"> 1. Students are engaged in school wide opportunities that embrace the Waiheke WISE culture 2. SLT grow leadership opportunities for staff members across the school |
| Target: | <ol style="list-style-type: none"> 1. Students represent their houses across a range of disciplines 2. Students are recognised for living the WISE values 3. All leaders understand their roles and how each of these works to contribute to the greater whole 4. All leaders are continuously developing their ability to lead within their school context |
| Baseline Data: | <ol style="list-style-type: none"> 1. Previously the house competition was based around 3 core activities - beach sports, athletics and Matariki. Other events happen sporadically, e.g battle of the bands sometimes. 2. In 2023 there were 1252 recognitions across the school with 65% of these in years 7 and 8, 22% being from years 9 and 10, and 13% in years 11 to 13. 3. Current job descriptions of middle leaders are heavily administration focused. 4. Current middle leader professional growth cycles are based on their work as teachers only. |
| | |
| Actions - <i>What did we do?</i> | <ol style="list-style-type: none"> 1. We challenged and supported prefects to develop more opportunities to compete for house activities. 2. We focused on teachers more diligently recognising students for showing the WISE values. 3. We recognised students with high recognitions in assemblies regularly. 4. We built visual representations of the overall house competition 5. We trialled 'my mahi' as a tracking and reward system for year 7 and 8 students individual recognitions. 6. We reworked all of the middle leadership job descriptions 7. We encouraged middle leaders to build leadership foci into their PGC 8. We provided external and internal PD opportunities for middle leaders. |
| Outcomes - <i>What happened?</i> | <ol style="list-style-type: none"> 1. Prefects delivered several new events - we ended up with a total of 6 events this year - the traditional 3 plus battle of the bands, traditional games and talent show. The planned e-sports and mural competitions fell through but will be looked at for 2025. |

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| | <p>2. WISE point recognitions grew to 5725 - a 457% increase. The distribution was 57% in years 7 and 8, 29% in years 9 and 10, and 14% in years 11 to 13.</p> <p>3. Regular celebration assemblies occurred in weeks 5 and 10 of each term in full school assemblies.</p> <p>4. A digital representation of the ongoing house competition was displayed in the office foyer from Term 2 onward and regularly updated.</p> <p>5. The initial system was well received by year 7 and 8 students and teachers are supportive of the initiative. There was a boost in year 7 and 8 recognitions during the 2 term trial from 1558 to 1717 showing increased recognition of WISE behaviours.</p> <p>6. Assistant HoF and Dean JDs were revised along with several minor middle management positions such as camps, library coordinator, sustainability coordinator. HoFs has been revised and is in the final stages of consultation.</p> <p>7. Most middle leaders created at least 1 goal in their growth cycle related to their team and the leadership thereof.</p> <p>8. One significant external PD on having difficult conversations happened with middle leaders along with numerous workshops on teamwork, trust and leadership provided internally.</p> |
| Reasons for variance - Why did it happen? | <p>Target 1. This target was met.</p> <p>Target 2. We exceeded expectations around this target.</p> <p>Target 3. This target was met.</p> <p>Target 4. This target was met.</p> |
| Evaluation - Where to next? | <p>1. In 2025, we will need to better manage the workload of prefects in Term 3 when NCEA demands increase. We are hoping to have 8 competitions minimum in 2025.</p> <p>2. From 2025, the successful trial of using my mahi rewards will be rolled out to the whole school.</p> <p>3. Leadership will continue to be a focus and we will complete the revision of the HoF job description early 2025.</p> <p>4. We will maintain the expectation that middle leaders have 1 goal around leadership and 1 goal around teaching as a minimum.</p> |
| Planning for next year | <p>With a new strategic plan coming in, many of these goals will no longer be a development focus. We will be looking to maintain the standard of these practices and continue to systematise the gains made so that we can continue to reap the positive outcomes we have reached in 2024. One key focus will be continuing to complete the job description revision which will continue into 2025.</p> |

Strategic Goal Two

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| Strategic Aim: | Treaty Partners - Waiheke High School understands and honours the principles of Te Tiriti o Waitangi and this bicultural foundation is evident in all of our actions and decision making. |
| Annual Goals: | <ol style="list-style-type: none"> 1. Students are learning Te Ao Māori in bicultural classrooms 2. Teachers develop Aotearoa / New Zealand content across the curriculum 3. Teachers are provided professional development opportunities to improve Te Reo Māori and Tikanga |
| Target: | <ol style="list-style-type: none"> 1. All students understand and apply basic tikanga Māori in their day to day school lives 2. Localised content is evident in unit plans in every learning area throughout the school 3. Staff are able to readily take part in karakia and waiata in a culturally appropriate way |
| Baseline Data: | <ol style="list-style-type: none"> 1. Many students are able to complete an opening karakia when the words are displayed for them though many do not know a closing karakia. Most students are unable to determine when and where it is appropriate to use this tikanga or the place of waiata in ceremonies nor when to stand or sit in ceremonies. . 2. Pre-2024 this is completely ad-hoc. We have no way of tracking how this is developed in our curriculum. 3. Staff are competent in multiple waiata and confident with an opening karakia. The closing karakia is not an area of strength. Tikanga around this is fairly well understood. |
| | |
| Actions - <i>What did we do?</i> | <ol style="list-style-type: none"> 1. We introduced a closing karakia into every assembly which was consistent throughout the year. We developed an understanding of the purpose of waiata tautoko and relevant songs during prize giving. 2. Heads of Faculty were required to submit unit plans which were redeveloped for explicit integration of te ao Māori content and localised curriculum. 3. Staff learned two closing karakia and a new opening karakia as well as retaining our existing waiata through regular practice. |
| Outcomes - <i>What happened?</i> | <ol style="list-style-type: none"> 1. Students have become more confident in knowing when to do different ceremonial aspects and their confidence in completing opening and closing karakia have improved. 2. Approximately one unit of work per course contained localised content or mātauranga Māori, giving us a benchmark to build from in the future. 3. Staff continued to build their kete of knowledge and confidence in participating in pōwhiri and other ceremonial aspects. |
| Reasons for the | Target 1. This target was met. |

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| variance - Why did it happen? | Target 2. This target was met. Target 3. This target was met. |
| Evaluation - Where to next? | 1. Starting to develop our own karakia would be a great step - we have many local waiata but do not currently have local karakia in place. 2. Continuing to build the amount of mātauranga Māori explicitly built into unit plans for both quality and quantity. 3. Developing an increased understanding of translations and meaning behind the rote learned aspects is a good step. |
| Planning for next year | We have plans in place with our teachers of te reo Māori to develop some new karakia and waiata for staff and student use - some were worked on for kapa haka last year and could be adapted or added to our school kete for general use. Heads of Faculty have been made more aware of the need to integrate local content and mātauranga Māori into their unit plans. |

Strategic Goal Three

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| Strategic Aim: | Open and Diverse - Waiheke High School's culture embraces uniqueness, inclusiveness and diversity. We understand that success is different for every student. |
| Annual Goals: | 1. To develop student voice and agency 2. Students feel safe from racism, bullying and discrimination 3. Staff develop practice to actively remove barriers to learning (especially for neurodiverse learners) |
| Target: | 1. Student leadership is evident within the school and student leaders have a voice in strategic decision making processes 2. All students at Waiheke High School feel gradually safer from racism, bullying and discrimination. Staff consistently document and manage situations which involved students being unsafe 3. All teachers know common strategies for helping neurodiverse learners and apply these in everyday practice |
| Baseline Data: | 1. Head students and prefects have a working committee which is mainly dedicated to organising events and promotions for the students. There is no systematic solution for student input into strategic decision making. 2. We have no baseline data on the bullying other than some common anecdotal evidence among the community that we do not have a great reputation in this area. Staff are documenting issues inconsistently when issues arise. 3. There is an awareness of our neurodiverse students through our learning register but specific strategies for catering to these students' needs has not been a focus in recent years outside of the learning diversity and teacher aide teams. |

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| Actions - <i>What did we do?</i> | <ol style="list-style-type: none"> 1. We trialled Pulse - a product designed to get regular information from students around their wellbeing and experiences at school. 2. We reviewed our student management system pastoral space to try to promote ease of entry and consistent documentation practice. 3. We provided PLD around responding to neurodiverse learners needs for all staff on multiple occasions. 4. We started to modify our student management system to incorporate information for our neurodiverse learners including strategies for supporting their learning. |
| Outcomes - <i>What happened?</i> | <ol style="list-style-type: none"> 1. We were not able to set up the student executive leadership committee as intended. 2. Student voice around bullying has been established in terms of a baseline through pulse feedback. Generally this suggests that students tend to feel safe from bullying at school with some concerns around safety in digital spaces. 3. SMS pastoral entries have been streamlined. 4. Teachers have been adapting their practice to better suit some of the basic pedagogical changes that can be made to help a variety of neurodiverse learners. 5. Migrating student information from shared documents into the student profile area in SMS is ongoing with improving accessibility to information and strategies. |
| Reasons for the variance - <i>Why did it happen?</i> | <ol style="list-style-type: none"> 1. Other areas were prioritised and this target was not met. 2. This goal is in progress. Aspects have been met but It is difficult to say it is complete with the collection of data continuing in 2025. 3. This target was met. |
| Evaluation - <i>Where to next?</i> | <ol style="list-style-type: none"> 1. Target 1 should be picked up in 2025 - this can occur fairly easily if prioritised. 2. This area is to be developed. While there is initial data showing this is less of a concern than anecdotally reported, continuing to reduce the impacts of racism, bullying and discrimination is a foundation principle of all schools. 3. This will require ongoing work - while we have provided some basic strategies, better information around what works for different students and implementation of strategies for them will be a permanent need. |
| Planning for next year | All areas of this goal will continue to be worked on - some will be a significant focus for 2025 while some will be more of a maintenance pattern. In general, 2024 laid a range of groundwork for success in these areas but all will have more work to do in the longer term. |

Strategic Goal Four

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| Strategic Aim: | Great performers, holistic educators - Waiheke High School will proudly have inspired learners and proud contributors who will connect with each other, their teachers, their whānau and their motu. |
| Annual Aim: | <ol style="list-style-type: none"> 1. Move assessment and reporting in the junior school to progression based reporting 2. Develop a shared pedagogy around learning progressions and driving student agency 3. Collaboratively create an overall property masterplan which envisions our ideal future and informs our resourcing moving forward 4. Enhance NECA outcomes for students at Waiheke High School |
| Target: | <ol style="list-style-type: none"> 1. Assessment and reporting in the junior school is aligned to the curriculum for all learning areas 2. Assessment in the junior school is used to inform pedagogy, differentiate learning, and empower students to use agency in decisions around their learning 3. Our buildings and grounds are fit for purpose, allow for high quality learning, and inspire pride in our school 4. Numbers of Excellence and Merit endorsements are above national averages and comparable school averages |
| Baseline Data: | <ol style="list-style-type: none"> 1. Assessment in the junior school has previously been set in a faux NCEA manner. The content is not consistent against a standard as the standards do not exist in the junior school. Furthermore, curriculum progressions are often not being covered in full. 2. Without a curriculum progressions focus in the junior school, this work has never been a focus for staff and students to work toward and have student ownership over their learning being a priority. As a result, many junior students are very passive in their learning. 3. Our buildings have been continually improving over time recently with investments in this area. Our grounds have not been a focus and many are haphazard due to the nature of additions being made to the school over time with no consistent theme. 4. In 2023, WHS exceeded the national averages for merit endorsements in Level 1 and Level 2 but were below NZ averages for Level 3 and also for excellence endorsements at all three NCEA levels. WHS exceeded the comparable index schools average for Merit at Level 1 and Excellence and Merit at Level 2 but were below comparable averages in all other areas. |
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| Actions - What did we do? | <ol style="list-style-type: none"> 1. All faculties were challenged to convert their junior programmes to align to the curriculum progressions from the NZ curriculum. 2. All faculties were challenged to redevelop their assessment and reporting systems in line with the curriculum progressions redevelopment. |

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| | <p>3. PLD was provided around differentiation for meeting the needs of students depending on where their data shows they are up to in their learning.</p> <p>4. Quotes for property masterplan consulting were sought and taken to the Board of Trustees for consideration.</p> |
| Outcomes - What happened? | <p>1. By year's end, faculties had made significant progress in this space and are essentially ready in 2025 to implement the new system of assessment based on existing progressions.</p> <p>2. While PLD for differentiation and pedagogy around teaching differentiated programmes of work was offered, we ran out of time to cover assessment for learning concepts in depth.</p> <p>3. The BoT approved the development of a masterplan and Isthmus have been engaged to begin this process early 2025.</p> <p>4. WHS was above national averages for Level 1 Merit endorsements (51.9 compared to 28.6) but below for Excellence (0 compared to 11.1). WHS was above national average for Level 2 Merit endorsements (28.6 compared to 24.9) but below for Excellence (3.6 compared to 15.2). WHS was below national average for Level 3 Merit endorsements (20 compared to 25.9) but above for Excellence (22.9 compared to 14.2).</p> <p>WHS was above equity band averages for Level 1 Merit endorsements (51.9 compared to 27.4) but below for Excellence (0 compared to 9.2). WHS was above equity band averages for Level 2 Merit endorsements (28.6 compared to 22.0) but below for Excellence (3.6 compared to 12). WHS was below national average for Level 3 Merit endorsements (20 compared to 23) but above for Excellence (22.9 compared to 11.8).</p> |
| Reasons for the variance - Why did it happen? | <p>1. This target was met.</p> <p>2. This target was half met. We overestimated the time required to implement other initiatives and ran short of staff PLD time to cover AfL.</p> <p>3. This target was met.</p> <p>4. This target was not met. We did meet the overall goal - results across the board slightly improved - but we were not able to reach the comparables in all areas. New NCEA Level 1 produced some new challenges. NCEA Level 2 Excellence results are of concern - this year's group needs further support. NCEA Level 3 generally exceeded all expectations including gaining 5 NZQA scholarship passes on top of these results.</p> |
| Evaluation - Where to next? | <p>1. Continuing development and refinement of the junior progressions will be essential - not only do these need to be refined as we go, we also know changes to the junior curriculum are incoming so will need more attention in the near future.</p> <p>2. Assessment for learning will be a focus for staff pedagogy PLD in 2025.</p> <p>3. This masterplan consultation will begin in early 2025 and be completed by year end, ready for planning of investment over the next decade.</p> |

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| | 4. Support for 2025 Year 13s to promote high achievement will need to be in place. Reviews of how we support Level 1 students to achieve Excellence endorsements will also take place. |
| Planning for next year | We will focus on continuing PLD for middle leaders and teachers to strengthen the knowledge of curriculum progressions and how to leverage these to improve student agency. The masterplan will tick along in the background before coming to completion and prioritisation of tasks will begin. After a heavy focus on the junior school in 2024, more focus on goal setting and support initiatives for NCEA years will come in for 2025. |

Appendix A: NCEA

| Overall Data | | | | | |
|-----------------|-------|-------------|------|-------------|------|
| 2022 WHS Actual | | 2023 Actual | | 2024 Actual | |
| Level 1 | 86.5% | Level 1 | 68.9 | Level 1 | 77.6 |
| Level 2 | 92.5% | Level 2 | 90.7 | Level 2 | 74.4 |
| Level 3 | 83% | Level 3 | 82.6 | Level 3 | 78.3 |
| UE | 68.1% | UE | 53.6 | UE | 58.7 |

| Māori Data | | | | | |
|-----------------|-------|-------------|------|-------------|------|
| 2022 WHS Actual | | 2023 Actual | | 2024 Actual | |
| Level 1 | 75% | Level 1 | 53.8 | Level 1 | 68.8 |
| Level 2 | 81.3% | Level 2 | 81.8 | Level 2 | 80.0 |
| Level 3 | 75% | Level 3 | 83.3 | Level 3 | 33.3 |
| UE | 75% | UE | 33.3 | UE | 65.0 |

| Male Data | | | | | |
|-----------------|-------|-------------|------|-------------|------|
| 2022 WHS Actual | | 2023 Actual | | 2024 Actual | |
| Level 1 | 84.4% | Level 1 | 54.2 | Level 1 | 77.4 |
| Level 2 | 93.3% | Level 2 | 89.7 | Level 2 | 55.0 |
| Level 3 | 84% | Level 3 | 80 | Level 3 | 81.8 |
| UE | 68% | UE | 45 | UE | 54.5 |

| Female Data | | | | | |
|-----------------|-------|-------------|------|-------------|------|
| 2022 WHS Actual | | 2023 Actual | | 2024 Actual | |
| Level 1 | 90% | Level 1 | 85.7 | Level 1 | 77.8 |
| Level 2 | 91.4% | Level 2 | 92 | Level 2 | 94.7 |



| | | | | | |
|---------|-------|---------|------|---------|------|
| Level 3 | 81.8% | Level 3 | 86.2 | Level 3 | 75.0 |
| UE | 68.2% | UE | 65.5 | UE | 62.5 |

| | | | | | |
|-----------------|-----|-------------|------|-------------|------|
| Pasifika Data | | | | | |
| 2022 WHS Actual | | 2023 Actual | | 2024 Actual | |
| Level 1 | - | Level 1 | 33.3 | Level 1 | 33.3 |
| Level 2 | 100 | Level 2 | N/A | Level 2 | 50 |
| Level 3 | 100 | Level 3 | 50 | Level 3 | - |
| UE | - | UE | N/A | UE | - |

| | | | | | |
|-------------------|-------|-------------|------|-------------|------|
| Merit Endorsement | | | | | |
| 2022 WHS Actual | | 2023 Actual | | 2024 Actual | |
| Level 1 | 33.3% | Level 1 | 45.2 | Level 1 | 51.9 |
| Level 2 | 23% | Level 2 | 30.6 | Level 2 | 27.6 |
| Level 3 | 23.1% | Level 3 | 19.3 | Level 3 | 19.4 |

| | | | | | |
|------------------------|-------|-------------|------|-------------|------|
| Excellence Endorsement | | | | | |
| 2022 WHS Actual | | 2023 Actual | | 2024 Actual | |
| Level 1 | 15.6% | Level 1 | 9.7 | Level 1 | - |
| Level 2 | 12.2% | Level 2 | 14.3 | Level 2 | 3.4 |
| Level 3 | 7.7% | Level 3 | 10.5 | Level 3 | 22.2 |

How we have given effect to Te Tiriti o Waitangi

The Waiheke High School Board recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi under the Education and Training Act 2020. This is a primary objective for the school.

Our School Charter Goal Two – Treaty Partners states:-

Waiheke High School understands and honours the principles of Te Tiriti o Waitangi and this bicultural foundation is evident in all of our actions and decision making (mahi tahi).

- Tamariki are learning Te Ao Maori in our bicultural classrooms in Aotearoa/New Zealand.
- All learners have equitable opportunities.
- Teachers grow their cultural competencies through Te Ao Maori programme (Kāhui Ako).
- Teachers develop Aotearoa/New Zealand content across the curriculum.
- Teachers are implementing and developing the Teachers Council Six Professional Standards for Teachers.
- Teachers are given professional development opportunities to improve Te Reo Māori and Tikanga.

In practice we see:-

- Use of Tikanga in school events -whakatau, powhiri, and haka
- Teachers are learning Te Reo and weekly briefings include waiata and karakia
- The school celebrates Matariki with house groups competing in local Waiheke Waiata and Haka. This extends to Ki o rahi competitions and toi demonstrations.
- Our school includes our Piringakau Maori unit
- We have a close connection with Piritahi Marae

11 Donald Bruce Rd,
Waiheke Island 1081, New Zealand
Ph: (09)371-9000
Email: enquiries@waihekehigh.school.nz



Statement of Compliance with Employment Policy

For the year ended 31 December 2024 Waiheke High School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practices.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

11 Donald Bruce Rd,
Waiheke Island 1081, New Zealand
Ph: (09)371-9000
Email: enquiries@waihekehigh.school.nz



16 April 2025

To whom it may concern

Kiwisport Disclosure (for Financial Statements Dated 31.12.2024)

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$8,951.98 (excluding GST).

Rachael Wheeler

Business Manager

Waiheke High School

WAIHEKE HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

| | |
|---------------------------------------|--|
| Ministry Number: | 530 |
| Principal: | Cameron Flude |
| School Address: | 11 Donald Bruce Road, Surfdale, Waiheke Island |
| School Postal Address: | 11 Donald Bruce Road, Surfdale, Waiheke Island |
| School Phone: | 09 371 9000 |
| School Email: | enquiries@waihekehigh.school.nz |
| Accountant / Service Provider: | Edtech Financial Services Ltd |

Members of the Board:

| Name | Position | How Position Gained | Term Expired/ Expires |
|----------------------|-----------------------|---------------------|--------------------------|
| James Petronelli | Presiding Member | Voted Parent rep | Sep-25 |
| Nick Crawford | Member | Voted Parent rep | Sep-25 |
| James Stainton | Member | Voted Parent rep | Sep-25 |
| Carmen Parahi | Piringakau Whanau Rep | Maori Rep | Sep-25 |
| Jayne Kitiona | Piritahi Marae Rep | Maori Rep | Sep-25 |
| Rebecca Daly-Peoples | Member | Voted Parent rep | Sep-25 |
| Debbie Yardley | Member | Voted Parent rep | Sep-25 |
| Nesrin Kennedy | Staff Rep | Voted Staff rep | Sep-25 |
| Emilie Dick | Student Rep | Voted Student rep | Sep-25 |
| Gretchen Stone | Member | Co-opted | Sep-25 |
| Cameron Flude | Principal | Appointed | On Resignation |

WAIHEKE HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Waiheke High School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Carmen Parahi
Full Name of Presiding Member

Signed by:

E5E46FA81147469
Signature of Presiding Member

26 May 2025
Date:

Cameron Flude
Full Name of Principal

Signed by:

7E07061BE0B441B
Signature of Principal

26 May 2025
Date:

Waiheke High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 6,920,629 | 6,779,509 | 6,982,873 |
| Locally Raised Funds | 3 | 736,574 | 523,679 | 736,060 |
| Interest | | 40,645 | 40,000 | 51,302 |
| Other Revenue | | 1,690 | 1,500 | 1,396 |
| Total Revenue | | 7,699,538 | 7,344,688 | 7,771,631 |
| Expense | | | | |
| Locally Raised Funds | 3 | 458,601 | 323,900 | 453,424 |
| Learning Resources | 4 | 4,553,109 | 4,370,669 | 4,475,352 |
| Administration | 5 | 528,776 | 386,908 | 406,982 |
| Interest | | 2,649 | 3,300 | 2,086 |
| Property | 6 | 2,512,726 | 2,221,363 | 2,267,240 |
| Loss on Disposal of Property, Plant and Equipment | | 1,736 | - | 5,102 |
| Total Expense | | 8,057,597 | 7,306,140 | 7,610,186 |
| Net Surplus / (Deficit) for the year | | (358,059) | 38,548 | 161,445 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | (358,059) | 38,548 | 161,445 |

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

Waiheke High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 1,991,548 | 1,991,558 | 1,793,192 |
| Total comprehensive revenue and expense for the year | | (358,059) | 38,548 | 161,445 |
| Contributions from the Ministry of Education | | - | - | 36,911 |
| Equity at 31 December | | 1,633,489 | 2,030,106 | 1,991,548 |
| Accumulated comprehensive revenue and expense | | 1,633,489 | 2,030,106 | 1,991,548 |
| Equity at 31 December | | 1,633,489 | 2,030,106 | 1,991,548 |

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

Waiheke High School

Statement of Financial Position

As at 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 66,511 | 70,000 | 217,476 |
| Accounts Receivable | 8 | 371,650 | 503,451 | 608,713 |
| GST Receivable | | 1,559 | 2,000 | - |
| Prepayments | | 9,571 | 4,000 | 3,403 |
| Inventories | 9 | 65,415 | 46,000 | 45,982 |
| Investments | 10 | 500,000 | 400,000 | 400,000 |
| Funds Receivable for Capital Works Projects | 16 | 6,585 | 419,958 | 432,140 |
| | | 1,021,291 | 1,445,409 | 1,707,714 |
| Current Liabilities | | | | |
| GST Payable | | - | - | 16,101 |
| Accounts Payable | 12 | 415,557 | 511,595 | 512,094 |
| Revenue Received in Advance | 13 | 295,225 | 317,000 | 317,517 |
| Provision for Cyclical Maintenance | 14 | 163,853 | 66,500 | 66,320 |
| Finance Lease Liability | 15 | 18,133 | 16,000 | 16,342 |
| Funds held for Capital Works Projects | 16 | - | - | 12,182 |
| | | 892,768 | 911,095 | 940,556 |
| Working Capital Surplus | | 128,523 | 534,314 | 767,158 |
| Non-current Assets | | | | |
| Investments | 10 | - | - | 400,000 |
| Property, Plant and Equipment | 11 | 1,838,561 | 1,805,792 | 1,134,159 |
| | | 1,838,561 | 1,805,792 | 1,534,159 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 314,554 | 295,000 | 294,825 |
| Finance Lease Liability | 15 | 19,041 | 15,000 | 14,944 |
| | | 333,595 | 310,000 | 309,769 |
| Net Assets | | 1,633,489 | 2,030,106 | 1,991,548 |
| Equity | | 1,633,489 | 2,030,106 | 1,991,548 |

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

Waiheke High School

Statement of Cash Flows

For the year ended 31 December 2024

| | Note | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 1,602,562 | 1,739,665 | 1,611,032 |
| Locally Raised Funds | | 554,997 | 453,117 | 567,983 |
| International Students | | 143,176 | 175,306 | 259,712 |
| Goods and Services Tax (net) | | (17,661) | (18,102) | 20,219 |
| Payments to Employees | | (1,224,026) | (1,002,802) | (851,149) |
| Payments to Suppliers | | (1,292,417) | (1,055,898) | (1,117,670) |
| Interest Paid | | - | (3,300) | - |
| Interest Received | | 43,217 | 42,131 | 48,919 |
| Net cash from/(to) Operating Activities | | (190,152) | 330,117 | 539,046 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | | - | 1,326 | - |
| Purchase of Property Plant & Equipment (and Intangibles) | | (923,964) | (878,753) | (386,503) |
| Proceeds from Sale of Investments | | 300,000 | 400,000 | - |
| Net cash from/(to) Investing Activities | | (623,964) | (477,427) | (386,503) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | - | 36,911 |
| Finance Lease Payments | | (10,940) | (166) | (10,129) |
| Funds Administered on Behalf of Other Parties | | 674,091 | - | (405,865) |
| Net cash from/(to) Financing Activities | | 663,151 | (166) | (379,083) |
| Net increase/(decrease) in cash and cash equivalents | | (150,965) | (147,476) | (226,540) |
| Cash and cash equivalents at the beginning of the year | 7 | 217,476 | 217,476 | 444,016 |
| Cash and cash equivalents at the end of the year | 7 | 66,511 | 70,000 | 217,476 |

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

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) 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.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

| | |
|--|-------------------------|
| Building Improvements | 10–75 years |
| Board-owned Buildings | 10–40 years |
| Furniture and Equipment | 10–15 years |
| Information and Communication Technology | 4–5 years |
| Motor Vehicles | 5 years |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

k) Impairment of Property, Plant, and Equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held for Capital Works

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

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 School site in a state of good order and repair.

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) Financial Instruments

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

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services Received In-kind

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 1,457,626 | 1,440,586 | 1,480,944 |
| Teachers' Salaries Grants | 3,447,947 | 3,500,000 | 3,643,841 |
| Use of Land and Buildings Grants | 1,848,677 | 1,700,923 | 1,700,923 |
| Other Government Grants | 166,379 | 138,000 | 157,165 |
| | 6,920,629 | 6,779,509 | 6,982,873 |

3. Locally Raised Funds

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

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations and Bequests | 24,557 | 23,000 | 111,712 |
| Fees for Extra Curricular Activities | 342,443 | 215,279 | 320,177 |
| Trading | 55,284 | 69,600 | 61,644 |
| Fundraising and Community Grants | 171,522 | 40,000 | 75,553 |
| International Student Fees | 142,768 | 175,800 | 166,974 |
| | 736,574 | 523,679 | 736,060 |
| Expense | | | |
| Extra Curricular Activities Costs | 294,116 | 156,300 | 273,635 |
| Trading | 55,657 | 68,700 | 70,623 |
| Fundraising and Community Grant Costs | 3,537 | - | 6,410 |
| International Student - Employee Benefits - Salaries | 68,990 | 55,000 | 57,477 |
| International Student - Other Expenses | 36,301 | 43,900 | 45,279 |
| | 458,601 | 323,900 | 453,424 |
| <i>Surplus for the year Locally Raised Funds</i> | 277,973 | 199,779 | 282,636 |

Fundraising and Community Grants include a \$100,000 NZ Lottery Grant.

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

4. Learning Resources

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Curricular | 320,420 | 314,119 | 312,685 |
| Employee Benefits - Salaries | 3,946,766 | 3,825,250 | 3,925,797 |
| Staff Development | 36,655 | 22,000 | 19,483 |
| Depreciation | 244,625 | 207,000 | 215,117 |
| Other Learning Resources | 4,643 | 2,300 | 2,270 |
| | <u>4,553,109</u> | <u>4,370,669</u> | <u>4,475,352</u> |

5. Administration

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Audit Fees | 17,002 | 13,000 | 12,770 |
| Board Fees and Expenses | 10,737 | 8,600 | 8,601 |
| Other Administration Expenses | 52,187 | 44,280 | 47,336 |
| Employee Benefits - Salaries | 417,862 | 296,950 | 313,647 |
| Insurance | 19,067 | 16,000 | 18,326 |
| Service Providers, Contractors and Consultancy | 11,921 | 8,078 | 6,302 |
| | <u>528,776</u> | <u>386,908</u> | <u>406,982</u> |

6. Property

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|-----------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Consultancy and Contract Services | 11,205 | 11,000 | 9,793 |
| Cyclical Maintenance | 181,310 | 60,000 | 88,305 |
| Heat, Light and Water | 48,097 | 42,000 | 51,591 |
| Repairs and Maintenance | 142,493 | 115,200 | 153,573 |
| Use of Land and Buildings | 1,848,677 | 1,700,923 | 1,700,923 |
| Employee Benefits - Salaries | 234,352 | 240,240 | 208,931 |
| Other Property Expenses | 46,592 | 52,000 | 54,124 |
| | <u>2,512,726</u> | <u>2,221,363</u> | <u>2,267,240</u> |

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

7. Cash and Cash Equivalents

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Bank Accounts | 66,511 | 70,000 | 217,476 |
| Cash and cash equivalents for Statement of Cash Flows | 66,511 | 70,000 | 217,476 |

8. Accounts Receivable

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Receivables | 39,475 | 171,451 | 274,835 |
| Receivables from the Ministry of Education | 3,913 | - | - |
| Interest Receivable | 1,559 | 2,000 | 4,131 |
| Teacher Salaries Grant Receivable | 326,703 | 330,000 | 329,747 |
| | 371,650 | 503,451 | 608,713 |
| Receivables from Exchange Transactions | 41,034 | 173,451 | 278,966 |
| Receivables from Non-Exchange Transactions | 330,616 | 330,000 | 329,747 |
| | 371,650 | 503,451 | 608,713 |

9. Inventories

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|-----------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Stationery | 3,877 | 2,000 | 1,930 |
| School Uniforms | 61,538 | 44,000 | 44,052 |
| | 65,415 | 46,000 | 45,982 |

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

10. Investments

The School's investment activities are classified as follows:

| | 2024 | 2024 | 2023 |
|--------------------------|---------|-----------------------|---------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Current Asset | | | |
| Short-term Bank Deposits | 500,000 | 400,000 | 400,000 |
| Non-current Asset | | | |
| Long-term Bank Deposits | - | - | 400,000 |
| Total Investments | 500,000 | 400,000 | 800,000 |

11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|-----------------------------|-----------|-----------|------------|--------------|-------------|
| 2024 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 79,228 | - | - | - | (689) | 78,539 |
| Building Improvements | 362,714 | 306,942 | - | - | (26,533) | 643,123 |
| Furniture and Equipment | 549,306 | 593,034 | - | - | (141,637) | 1,000,703 |
| Information and Communication Technology | 56,143 | 20,655 | - | - | (42,775) | 34,023 |
| Motor Vehicles | 41,936 | - | - | - | (8,621) | 33,315 |
| Leased Assets | 28,491 | 26,799 | (390) | - | (22,079) | 32,821 |
| Library Resources | 16,341 | 3,333 | (1,346) | - | (2,291) | 16,037 |
| | 1,134,159 | 950,763 | (1,736) | - | (244,625) | 1,838,561 |

The net carrying value of furniture and equipment held under a finance lease is \$32,821 (2023: \$28,491)

The net carrying value of motor vehicles held under a finance lease is \$33,315 (2023: \$41,936)

| | 2024 | 2024 | 2024 | 2023 | 2023 | 2023 |
|---|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 80,769 | (2,230) | 78,539 | 80,769 | (1,541) | 79,228 |
| Building Improvements | 884,035 | (240,912) | 643,123 | 577,094 | (214,380) | 362,714 |
| Furniture and Equipment | 2,197,313 | (1,196,610) | 1,000,703 | 1,604,279 | (1,054,973) | 549,306 |
| Information and Communication Technology | 343,058 | (309,035) | 34,023 | 322,403 | (266,260) | 56,143 |
| Motor Vehicles | 101,991 | (68,676) | 33,315 | 101,991 | (60,055) | 41,936 |
| Leased Assets | 60,407 | (27,586) | 32,821 | 60,620 | (32,129) | 28,491 |
| Library Resources | 45,411 | (29,374) | 16,037 | 45,855 | (29,514) | 16,341 |
| | 3,712,984 | (1,874,423) | 1,838,561 | 2,793,011 | (1,658,852) | 1,134,159 |

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

12. Accounts Payable

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Creditors | 44,620 | 140,000 | 138,391 |
| Accruals | 17,052 | 13,000 | 12,770 |
| Employee Entitlements - Salaries | 330,237 | 330,000 | 332,338 |
| Employee Entitlements - Leave Accrual | 23,648 | 28,595 | 28,595 |
| | <u>415,557</u> | <u>511,595</u> | <u>512,094</u> |
| Payables for Exchange Transactions | 415,557 | 511,595 | 512,094 |
| | <u>415,557</u> | <u>511,595</u> | <u>512,094</u> |

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Grants in Advance - Ministry of Education | 2,905 | 14,000 | 14,377 |
| International Student Fees in Advance | 122,920 | 131,000 | 131,494 |
| Other revenue in Advance | 169,400 | 172,000 | 171,646 |
| | <u>295,225</u> | <u>317,000</u> | <u>317,517</u> |

14. Provision for Cyclical Maintenance

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 361,145 | 294,825 | 276,963 |
| Increase to the Provision During the Year | 181,310 | 66,675 | 88,305 |
| Use of the Provision During the Year | (64,048) | - | (4,123) |
| Provision at the End of the Year | <u>478,407</u> | <u>361,500</u> | <u>361,145</u> |
| Cyclical Maintenance - Current | 163,853 | 66,500 | 66,320 |
| Cyclical Maintenance - Non current | 314,554 | 295,000 | 294,825 |
| | <u>478,407</u> | <u>361,500</u> | <u>361,145</u> |

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

15. Finance Lease Liability

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

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| No Later than One Year | 20,727 | 19,300 | 18,413 |
| Later than One Year and no Later than Five Years | 20,549 | 16,508 | 15,987 |
| Future Finance Charges | (4,102) | (4,808) | (3,114) |
| | 37,174 | 31,000 | 31,286 |
| Represented by | | | |
| Finance lease liability - Current | 18,133 | 16,000 | 16,342 |
| Finance lease liability - Non current | 19,041 | 15,000 | 14,944 |
| | 37,174 | 31,000 | 31,286 |

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

16. Funds Held for Capital Works Projects

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

| | 2024 | Opening Balances | Receipts from MOE | Payments | Board Contributions | Closing Balances |
|--------------------------|------|---------------------|----------------------|-----------|------------------------|---------------------|
| | | \$ | \$ | \$ | \$ | \$ |
| Commercial Kitchen | | (369,100) | 48,849 | (93,604) | 413,855 | - |
| Roofing D Block | | (6,585) | - | - | - | (6,585) |
| D Block | | (5,810) | - | - | 5,810 | - |
| Library Lifecycle | | (2,646) | - | - | 2,646 | - |
| Upgrade Bore & Treatment | | 12,182 | - | - | (12,182) | - |
| Repair T Block Plumbing | | (47,999) | 68,278 | (29,689) | 9,410 | - |
| Totals | | (419,958) | 117,127 | (123,293) | 419,539 | (6,585) |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | - |
| Funds Receivable from the Ministry of Education | (6,585) |

| | 2023 | Opening Balances | Receipts from MOE | Payments | Board Contributions | Closing Balances |
|--------------------------|------|---------------------|----------------------|-------------|------------------------|---------------------|
| | | \$ | \$ | \$ | \$ | \$ |
| Water Sewage | | 53,993 | 101,794 | (173,072) | 17,285 | - |
| Commercial Kitchen | | (39,281) | 488,150 | (817,969) | - | (369,100) |
| Roofing D Block | | (6,585) | - | - | - | (6,585) |
| SIP Carparking | | (30,183) | 22,280 | - | 7,903 | - |
| SIP Canopy | | (7,181) | 7,114 | - | 67 | - |
| Science Refurbishment | | (43,207) | 29,585 | (22,742) | 36,364 | - |
| D Block | | (5,810) | - | - | - | (5,810) |
| Staffroom | | (69,266) | 60,869 | - | 8,397 | - |
| Library Lifecycle | | (2,646) | - | - | - | (2,646) |
| Upgrade Bore & Treatment | | - | 12,182 | - | - | 12,182 |
| Repair T Block Plumbing | | - | - | (47,999) | - | (47,999) |
| Totals | | (150,166) | 721,974 | (1,061,782) | 70,016 | (419,958) |

Represented by:

| | |
|---|-----------|
| Funds Held on Behalf of the Ministry of Education | 12,182 |
| Funds Receivable from the Ministry of Education | (432,140) |

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

17. Related Party Transactions

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

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

18. Remuneration

Key management personnel compensation

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

| | 2024 Actual \$ | 2023 Actual \$ |
|---|----------------------|----------------------|
| Board Members Remuneration | 4,511 | 5,250 |
| Leadership Team Remuneration | 690,532 | 649,446 |
| Full-time equivalent members | 5.1 | 5 |
| Total key management personnel remuneration | 695,043 | 654,696 |

There are 10 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance and Property committees (2 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

The wife of James Petronelli (board member) is also the principal at Te Hurihi School.

Principal

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

| | 2024 Actual \$000 | 2023 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 160-170 | 160-170 |
| Benefits and Other Emoluments | 1-5 | 1-5 |

Other Employees

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

| Remuneration \$000 | 2024 FTE Number | 2023 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | 10.00 | 13.00 |
| 110 - 120 | 7.00 | 6.00 |
| 120 - 130 | 2.00 | 3.00 |
| 130 - 140 | 2.00 | 1.00 |
| | 21.00 | 23.00 |

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

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board has not entered into any capital commitments (2023:\$ Nil).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any new contracts.

Waiheke High School

Notes to the Financial Statements

For the year ended 31 December 2024

21. Financial Instruments

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

Financial assets measured at amortised cost

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Cash and Cash Equivalents | 66,511 | 70,000 | 217,476 |
| Receivables | 371,650 | 503,451 | 608,713 |
| Investments - Term Deposits | 500,000 | 400,000 | 800,000 |
| Total financial assets measured at amortised cost | 938,161 | 973,451 | 1,626,189 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 415,557 | 511,595 | 512,094 |
| Finance Leases | 37,174 | 31,000 | 31,286 |
| Total financial liabilities measured at amortised cost | 452,731 | 542,595 | 543,380 |

22. Events After Balance Date

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

23. 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 Waiheke High School's Financial statements For the year ended 31 December 2024

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Waiheke High School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 1 to 23, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

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

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

Basis of opinion

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

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

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



Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes, board member list, statement of variance, Te Tiriti o Waitangi report, Kiwisport funding report and Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

Other than the audit, we have no relationship with or interests in Waiheke High School.

A handwritten signature in black ink, appearing to read 'B. Lyon', with a stylized flourish at the end.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

