

# Waiheke High School

## Annual Report

For the year ended 31 December 2025

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# Analysis of Variance 2025

## Core Streams - Strategic Plan

### **Curriculum | Marautanga**

Waiheke High School maintains a broad curriculum which prepares students for a dynamic, modern world while grounding them with a deep understanding of their local people and environment

### **Teaching and Learning | Ara Whakaako**

Waiheke High School teachers are committed to continuously reflecting on their teaching practices to enhance the quality of education for their learners

### **Engagement | Kōkiri**

Waiheke High School aspires to be a safe learning environment for all where students have a strong sense of pride and belonging

### **Wellbeing | Hauora**

Waiheke High School acknowledges that all learning is most effective when people are well, and takes care to provide a grounded, supportive, and inclusive environment at all times

## Strategic Goal One - Curriculum

<p><b>Strategic Aim:</b></p>	<p>Waiheke High School maintains a broad curriculum which prepares students for a dynamic, modern world while grounding them with a deep understanding of their local people and environment</p>
<p><b>Strategic Aspirations:</b></p>	<ol style="list-style-type: none"> <li>1. Waiheke High School will prioritise development in foundational skills and key competencies to enable all students to readily access NCEA and prepare them for transitions to work or further education</li> <li>2. Waiheke High School will prioritise development of a more localised curriculum; incorporating mātauranga Māori, local knowledge and history, and affirming Ngāti Pāoa as tangata whenua</li> </ol>
<p><b>Actions:</b></p>	<ol style="list-style-type: none"> <li>1. Create a clear literacy and numeracy strategy</li> <li>2. Develop unified knowledge of the explicit instruction of literacy in the junior school across the curriculum</li> <li>3. Develop unified knowledge of the explicit instruction of numeracy in the junior school across the curriculum</li> <li>4. Create a clear mātauranga Māori strategy</li> </ol>
<p><b>Targets:</b></p>	<ol style="list-style-type: none"> <li>1. A handbook is available for staff, students and whānau around literacy and numeracy at Waiheke High School</li> <li>2. 65% of year 9 students are at or above expectations in literacy.</li> <li>3. 65% of year 9 students are at or above expectations in numeracy</li> <li>4. A handbook is available for staff to guide the integration of mātauranga Māori at Waiheke High School</li> </ol>
<p><b>Baseline Data:</b></p>	<ol style="list-style-type: none"> <li>1. Previously literacy and numeracy were left to learning areas to cover in an ad hoc fashion. Some faculties were doing this well, others were not covering these at all. There was little collective responsibility.</li> <li>2. 2025 was the first year implementing the year 9 literacy exam for the express purpose of mimicking the CAAs.</li> <li>3. 2025 was the first year implementing the year 9 numeracy exam for the express purpose of mimicking the CAAs.</li> <li>4. The integration of Māoridom across the school has been dormant for several years due to staff changes. There is no lasting documentation around strategies for this being sustainable across time within the school.</li> </ol>
<p><b>What did we do?</b></p>	<ol style="list-style-type: none"> <li>1. We coordinated professional development for the integration of literacy and numeracy across the curriculum through full staff PLD. We supported faculties by supplying them one expert teacher to work within different faculties to bring meaningful literacy and numeracy across the curriculum. We recorded the processes throughout to create a handbook for integration of literacy and numeracy across the curriculum.</li> <li>2. Through the ongoing work stated above toward literacy, we included explicit instruction of literacy across curriculum areas for staff to develop their knowledge in their own curriculum spaces. We then</li> </ol>

	<p>co-created the year 9 exam with Heads of Faculty to mimic the CAAs using subject material from across the curriculum.</p> <p>3. Through the ongoing work stated above toward numeracy, we included explicit instruction of literacy across curriculum areas for staff to develop their knowledge in their own curriculum spaces. We then co-created the year 9 exam with Heads of Faculty to mimic the CAAs using subject material from across the curriculum.</p> <p>4. We collaborated with mana whenua to build a strategic direction through several hui between key internal staff and our associate, Drina Paratene, from Ngāti Pāoa.</p>
<p><b>Outcomes - <i>What happened?</i></b></p>	<p>1. Unit plans show increased intentional inclusion of literacy and numeracy activities within lessons across the curriculum. Teachers reported more confidence in delivering key aspects of literacy in their subject areas.</p> <p>2. 83% of year 9 students were assessed as being either likely to pass the CAAs on their first or second attempt during year 10 for reading while only 53% of year 9 students were assessed as being either likely to pass the CAAs on their first or second attempt during year 10.</p> <p>3. 73% of year 9 students were assessed as being either likely to pass the CAAs on their first or second attempt during year 10.</p> <p>4. During the strategic co-creation of this pathway, it was discovered that fundamentals of culturally responsive pedagogy were foundational to the successful integration of Mātauranga Māori throughout the curriculum. As a result, the planning phase pivoted to accommodate the steps that are more pressing for the rest of the life of this strategic plan.</p>
<p><b>Reasons for variance - <i>Why did it happen?</i></b></p>	<p>Target 1. This target was met.</p> <p>Target 2. This target was not reached. While reading is positive, writing remains a concern.</p> <p>Target 3. We exceeded expectations around this target.</p> <p>Target 4. This target was met, though the journey will be quite different to what was expected at the beginning of 2025. We see this as a positive step.</p>
<p><b>Evaluation - <i>Where to next?</i></b></p>	<p>1. We will continue to focus on embedding literacy and numeracy across the curriculum in 2026 with a view to building collective responsibility for these foundation skills across the junior school.</p> <p>2. In 2026, there will be a concerted effort to focus on writing. This will include further rolling out the writers toolbox tool across the junior school which was trialled late in 2025.</p> <p>3. In 2026, we will continue tracking these students to measure their success against the CAAs.</p> <p>4. In 2026, we will begin to implement the strategy with a heavy focus on improving our collective understanding of culturally responsive pedagogy and its implementation to help our Māori learners.</p>

## Strategic Goal Two - Pedagogy

<b>Strategic Aim:</b>	Waiheke High School teachers are committed to continuously reflecting on their teaching practices to enhance the quality of education for their learners
<b>Strategic Aspirations:</b>	<ol style="list-style-type: none"> <li>1. Waiheke High School will prioritise the understanding of best practice teaching and learning and the implementation of these methods in every classroom to boost academic achievement</li> <li>2. Waiheke High School will prioritise developing the ability of staff to differentiate for neurodiverse learners to ensure all learners feel supported to succeed</li> </ol>
<b>Actions:</b>	<ol style="list-style-type: none"> <li>1. Solidify assessment, reporting and student communication to enable assessment for learning</li> <li>2. Offer professional development to all staff around assessment for learning strategies</li> <li>3. Redevelop the system for sharing information with teachers around particular student neuro diversities and how we can best meet their needs</li> <li>4. Research externally and use internal expertise to identify what best practice teaching and learning looks like our local context</li> </ol>
<b>Targets:</b>	<ol style="list-style-type: none"> <li>1 and 2. At least 60% of junior students improve by two or more curriculum sublevels compared to last year, on average, per faculty</li> <li>3. All teachers will have open access to student information in a unified area of KAMAR and the training to access it</li> <li>4. Create a best practice teaching handbook for Waiheke High School</li> </ol>
<b>Baseline Data:</b>	<ol style="list-style-type: none"> <li>1 and 2. In 2024 we were implementing the new system of curriculum level testing. As this meant that a baseline was being set, a comparison from previous years has never been done. Some of the learning areas were well placed to implement this in 2024 and some were starting from scratch. As a result, not all learning areas had baseline data in 2025.</li> <li>3. The information has been held in a google doc and shared with staff for years. The information was sparse and often unable to be accessed by relievers or new staff.</li> <li>4. While pedagogy has been a focus in an ad hoc way since the school's inception, there has not been a codified set of principles or a record of these that we are aware of.</li> </ol>
<b>Actions - <i>What did we do?</i></b>	<ol style="list-style-type: none"> <li>1. All curriculum areas that had not formerly been working on the curriculum level assessment and reporting framework transferred to this at the start of 2025. Assessments and reporting were modified to suit. Across the year numerous changes to curriculum were announced by the government which were inconsistent across subjects or year levels. Our ability to consistently follow through with this goal was compromised as we began to pivot toward new</li> </ol>

	<p>curriculum expectations and we could no longer compare apples with apples.</p> <p>2. This space was not done with the vigour of the previous year. While PLD did happen, this was largely at a faculty level or where senior leadership worked with HoFs rather than at a full school level. Some staff attended external PLD in this space and shared their expertise back to the wider staff.</p> <p>3. All students formerly on the google document register had their information transferred into our student management system. In full staff PLD, staff were shown how to access this through KAMAR with short notes related to each student. Over the 2025 Christmas break, this was improved further with additional teaching strategies and individual education plans added for many of these students.</p> <p>4. HITS coming out of Victoria, Australia were identified as the starting point for our shared pedagogical practices. Initial PLD detailing how these could be implemented occurred and student voice was gathered around these for individual teacher reflection.</p>
<p><b>Outcomes - <i>What happened?</i></b></p>	<p>1 and 2. Junior students continued to perform well but we were unable to uniformly develop a progression due to the curriculum changes.</p> <p>3. Access is now unified, open and more detailed. In 2026 this is set to strengthen further with the new addition of teaching strategies and individual education plans available for all to access in one place.</p> <p>4. Documentation around these approaches has been shared with all staff and compiled into a best practice handbook. This work will continue into 2026 as we normalise these best practice strategies across the staff.</p>
<p><b>Reasons for the variance - <i>Why did it happen?</i></b></p>	<p>Target 1 and 2. These targets were not met. Our new systems are redeveloping to meet the government demands.</p> <p>Target 3. This target was met.</p> <p>Target 4. This target was met.</p>
<p><b>Evaluation - <i>Where to next?</i></b></p>	<p>1 and 2. In 2026 we are receiving a completely revised curriculum which will mean we have to start the past two years of work again. There are new reporting guidelines which also do not fit the research around quality teaching and learning being forced on us by the government. Our work in this space has been good in terms of learning around how students learn well with feedback but the entire framework will be shifting. We will endeavour to keep to the ethos of this goal in the future but the road forward is currently murky.</p> <p>3. This will develop as a goal in 2026 with a shift in emphasis from previously needing to get information to teachers now to responding in the classroom through differentiation and teacher actions.</p> <p>4. This will develop as a goal in 2026 with a shift in emphasis from learning research based approaches to implementation and monitoring in the classroom through observation and student feedback.</p>

<p><b>Planning for next year</b></p>	<p>By the end of Term 1 we should have our new junior curriculums and can start working on rebuilding a system that somehow meets research backed methods for improving achievement while following requirements from the government which are at odds with this research. We will continue to build in the other areas and have prioritised further PLD time, integration with the specialist classroom teacher.</p>
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## Strategic Goal Three - Engagement

<p><b>Strategic Aim:</b></p>	<p>Waiheke High School aspires to be a safe learning environment for all where students have a strong sense of pride and belonging</p>
<p><b>Strategic Aspirations:</b></p>	<ol style="list-style-type: none"> <li>1. Waiheke High School will prioritise fostering the continued development of a positive school culture to prioritising learning, healthy relationships and high participation in wider school activities</li> <li>2. Waiheke High School will prioritise the development of systematic best practice supports to promote high engagement for all learners in their education journey</li> <li>3. Waiheke High School will prioritise the development of strong relationships with students, whānau and the community and ensure that these are used to drive quality teaching and learning</li> </ol>
<p><b>Actions:</b></p>	<ol style="list-style-type: none"> <li>1. Create graduate profiles for the junior, middle and senior sections of our school</li> <li>2. Promote and embed The Waiheke Way into the everyday lives of our staff and students</li> <li>3. Create a system for student goal setting and use these to promote learning conversations between parents, students and teachers</li> </ol>
<p><b>Targets:</b></p>	<ol style="list-style-type: none"> <li>1. Clear profiles are established and recognition occurs at prize givings</li> <li>2. Improvement in regular student attendance by 5%</li> <li>3. All students have learner goals identified, communicated with parents and reviewed at years end</li> </ol>
<p><b>Baseline Data:</b></p>	<ol style="list-style-type: none"> <li>1. Traditionally we have these in place for year 13 only. The graduation process is due for review with particular focus on achieving with distinction by differentiating significant achievement and engagement. There is nothing in place for any other year groups.</li> <li>2. Existing average school attendance was 49% of student regularly attending in 2024.</li> <li>3. Goal setting in a structured and consistent form did not exist at WHS. Parent teacher meetings have been subject based and not centred around the student discussing their learning aspirations.</li> </ol>
<p><b>Actions - <i>What did we do?</i></b></p>	<ol style="list-style-type: none"> <li>1. The new Ngā Tohu o Waiheke were introduced with two categories - manawatiti and kairangi to delineate those who showed resilience and</li> </ol>

	<p>those who show excellence. We reviewed the conditions for graduation with distinction in year 13 also.</p> <p>2. Throughout the year we tidied up many internal processes related to attendance while working with the Ministry of Education and internal staff. We celebrated high achievement through assemblies. We communicated more with home around links between attendance and achievement. Many smaller actions were also taken. We introduced and promoted the Waiheke Way hoping to improve overall school engagement.</p> <p>3. Frameworks for goal setting were created, staff professional learning occurred around these and we created the space for all students to participate in this process.</p>
<p><b>Outcomes - What happened?</b></p>	<p>1. The frameworks were adopted and advertised to the year 8 and year 10 students from the end of term 2 when they were finalised. Students worked towards these and were celebrated at the end of year prize giving in term 4.</p> <p>2. Attendance did improve across all terms except term 2 which held firm. Overall the average improvement was 3.25% which is below the aim of a 5% improvement. The improvements were 4%, 0%, 4%, and 5% respectively per term.</p> <p>3. All students completed goal setting in term 1 and then had their first whānau learning hui where students presented their goals and work to their families. Then in terms 3 and 4 these were reviewed along with a second whānau learning hui where students showed families their progress and achievement against their goals.</p>
<p><b>Reasons for the variance - Why did it happen?</b></p>	<p>Target 1. This target was met.</p> <p>Target 2. This target was not met. We had an average improvement of 3.25% so fell short of the average aim by 1.75%.</p> <p>Target 3. This target was met.</p>
<p><b>Evaluation - Where to next?</b></p>	<p>1. This will be normalised within the school and become a standard process year to year. This is well set up to continue.</p> <p>2. Attendance continues to be a focus for the ministry. Through the STAR process we will again aim to improve by 5% in 2026. The Waiheke Way continues to need work around consistent deployment.</p> <p>3. This will be normalised within the school and become a standard process year to year. This is well set up to continue.</p>
<p><b>Planning for next year</b></p>	<p>2026 will see new challenges being approached in the engagement space. Despite this, many of the successful changes implemented this year through this focus area will become standard practice moving forward for the kura.</p>

## Strategic Goal Four - Wellbeing

<p><b>Strategic Aim:</b></p>	<p>Waiheke High School acknowledges that all learning is most effective when people are well, and takes care to provide a grounded, supportive, and inclusive environment at all times</p>
<p><b>Strategic Aspirations:</b></p>	<ol style="list-style-type: none"> <li>1. Waiheke High School will prioritise the development of student leadership roles and forums for their participation in decision making to systematically ensure that student voice is built into strategic decision making</li> <li>2. Waiheke High School will prioritise supporting students' mental wellbeing within our school community and the connection that this has to each students ability to learn and feel safe at school</li> <li>3. Waiheke High School will prioritise the ongoing commitment to developing sustainable practices in line with the environmentally conscious ethos of our community</li> </ol>
<p><b>Actions:</b></p>	<ol style="list-style-type: none"> <li>1. Develop and maintain a staff and student wellbeing programme</li> <li>2. Create a systematic process for early identification and prevention of student bullying at Waiheke High School</li> <li>3. Develop new opportunities for student leadership among year groups outside of year 13</li> <li>4. Develop a coordinated approach to reducing waste and caring for our environment</li> </ol>
<p><b>Targets:</b></p>	<ol style="list-style-type: none"> <li>1. Student Pulse data will show positive engagement and wellbeing scores of 5.0 or greater over the school year</li> <li>2. Launch the KiVa programme at Waiheke High School</li> <li>3. The junior prefect process is systematised. Establish student executive committee</li> <li>4. Reduction in waste is reflected in a 15% decrease in cost of waste disposal</li> </ol>
<p><b>Baseline Data:</b></p>	<ol style="list-style-type: none"> <li>1. Pulse was recently picked up in the later part of 2024. As a result, there is not very comparable data as we have not had a full year worth of data to use as a baseline. The scores are out of 10 so we are hoping that people are feeling positive (better than halfway).</li> <li>2. This is a new programme being introduced. Previously, there was a disciplinary approach to bullying which wouldn't compare easily to what we are hoping to introduce.</li> <li>3. Junior prefects were trialled in 2024 with a process that was a bit ad hoc. In 2025 we hope to use a process more similar to senior prefect selection. The student executive committee was an aspiration in 2024 which was not achieved.</li> <li>4. Waste costs for 2024 amounted to \$5,071.10 with approximately 16 tonnes of waste (rubbish and recycling combined)</li> </ol>
<p><b>Actions - What did we do?</b></p>	<ol style="list-style-type: none"> <li>1. Pulse was introduced to all students in the later half of 2024. In 2025 we continued to push this, prioritising a regular slot in whānau time on</li> </ol>

	<p>a Thursday for all students to complete this. We also introduced staff pulse fairly early in the year.</p> <p>2. A KiVa team was created and training happened in the second half of the year.</p> <p>3. A system for selection similar to that of the first step of senior prefects was put in place (applications, staff feedback, two per house). Student executive parameters were established and the leadership structure via Student Board Rep was put in place.</p> <p>4. The student sustainability group decided to pursue a different direction in 2025 and we were left with little leverage given a lack of manpower. We did push waste management ideas in assemblies and looked at solutions to waste at a management level.</p>
<p><b>Outcomes - <i>What happened?</i></b></p>	<p>1. Ultimately, our statistics were well in excess of the stated aim with student wellbeing and learning metrics generally being in the low 7 scores on a wide range of factors.</p> <p>2. Student referrals started to come in during Term 4 and the first cases went through the KiVa process.</p> <p>3. Junior prefects were selected in a similar manner to senior prefects. The student executive committee structure is set up and ready to start in 2025.</p> <p>4. Overall the spend for 2025 was \$4803.80 with approximately 13.4 tonnes of waste (rubbish and recycling combined).</p>
<p><b>Reasons for the variance - <i>Why did it happen?</i></b></p>	<p>Target 1. This target was met.</p> <p>Target 2. This target was met.</p> <p>Target 3. This target was met.</p> <p>Target 4. This target was not met. There was a reduction of 5.2% rather than the aspired 15%. Of note, a couple of significant classroom moves occurred late in 2025 requiring a skip. Factoring in this unusual cost (\$725 for approximately 2 tonnes) we would have been at 19% so it is possible that there was a reduction in waste closer to the true target.</p>
<p><b>Evaluation - <i>Where to next?</i></b></p>	<p>1. Unfortunately, due to ongoing patchy engagement the product Pulse is untenable and we will be removing the programme. With too many students unwilling to share how they feel, the cost and human resources in the programme don't make sense. We will look at alternative options and potentially relaunch in the future with a new strategy.</p> <p>2. KiVa will look to continue and embed across 2026.</p> <p>3. Junior prefect processes are now normalised. For the student executive committee, the next step is organising strategic decisions that can be looked into with this group.</p> <p>4. Reducing waste will continue to be a focus. Ultimately, in the future we would like to get in step with the primary schools as waste free schools and look at pushing toward gold and green levels with enviroschools.</p>

**Planning for next  
year**

The student executive committee will need early identification in 2026 and also need a system for recruiting members. Some of the waste management ideas have already been floated among senior leadership and these will potentially come into action during 2026.

## Appendix A: NCEA

Overall Data							
2022 WHS Actual		2023 Actual		2024 Actual		2025 Provisional (11/3)	
Level 1	86.5%	Level 1	68.9	Level 1	77.6	Level 1	73.1
Level 2	92.5%	Level 2	90.7	Level 2	74.4	Level 2	82.5
Level 3	83%	Level 3	82.6	Level 3	78.3	Level 3	81.5
UE	68.1%	UE	53.6	UE	58.7	UE	70.4

Māori Data							
2022 WHS Actual		2023 Actual		2024 Actual		2025 Provisional (11/3)	
Level 1	75%	Level 1	53.8	Level 1	68.8	Level 1	53.8
Level 2	81.3%	Level 2	81.8	Level 2	80.0	Level 2	61.5
Level 3	75%	Level 3	83.3	Level 3	33.3	Level 3	77.8
UE	75%	UE	33.3	UE	65.0	UE	66.7

Male Data							
2022 WHS Actual		2023 Actual		2024 Actual		2025 Provisional (11/3)	
Level 1	84.4%	Level 1	54.2	Level 1	77.4	Level 1	66.7
Level 2	93.3%	Level 2	89.7	Level 2	55.0	Level 2	75.9
Level 3	84%	Level 3	80	Level 3	81.8	Level 3	70.0
UE	68%	UE	45	UE	54.5	UE	40.0

Female Data							
2022 WHS Actual		2023 Actual		2024 Actual		2025 Provisional (11/3)	
Level 1	90%	Level 1	85.7	Level 1	77.8	Level 1	84.2
Level 2	91.4%	Level 2	92	Level 2	94.7	Level 2	88.2

Level 3	81.8%	Level 3	86.2	Level 3	75.0	Level 3	88.2
UE	68.2%	UE	65.5	UE	62.5	UE	88.2

Pasifika Data							
2022 WHS Actual		2023 Actual		2024 Actual		2025 Provisional (11/3)	
Level 1	-	Level 1	33.3	Level 1	33.3	Level 1	-
Level 2	100	Level 2	N/A	Level 2	50	Level 2	0
Level 3	100	Level 3	50	Level 3	-	Level 3	100.0
UE	-	UE	N/A	UE	-	UE	100.0

Merit Endorsement							
2022 WHS Actual		2023 Actual		2024 Actual		2025 Provisional (11/3)	
Level 1	33.3%	Level 1	45.2	Level 1	51.9	Level 1	18.4
Level 2	23%	Level 2	30.6	Level 2	27.6	Level 2	40.4
Level 3	23.1%	Level 3	19.3	Level 3	19.4	Level 3	27.3

Excellence Endorsement							
2022 WHS Actual		2023 Actual		2024 Actual		2025 Provisional (11/3)	
Level 1	15.6%	Level 1	9.7	Level 1	-	Level 1	13.2
Level 2	12.2%	Level 2	14.3	Level 2	3.4	Level 2	5.8
Level 3	7.7%	Level 3	10.5	Level 3	22.2	Level 3	9.1

## **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

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Email: enquiries@waihekehigh.school.nz



16 February 2026

To whom it may concern

Kiwisport Disclosure (for Financial Statements Dated 31.12.2025)

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$8,706.01 (excluding GST).

Rachael Wheeler

Business Manager

Waiheke High School

### **Statement of Compliance with Employment Policy**

For the year ended 31 December 2025 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.

# WAIHEKE HIGH SCHOOL

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

### School Directory

<b>Ministry Number:</b>	530
<b>Principal:</b>	Cameron Flude
<b>School Address:</b>	11 Donald Bruce Road, Surfdale, Waiheke Island
<b>School Postal Address:</b>	11 Donald Bruce Road, Surfdale, Waiheke Island, 1081
<b>School Phone:</b>	09 371 9000
<b>School Email:</b>	business@waihekehigh.school.nz
<b>Accountant / Service Provider:</b>	Edtech Financial Services

### Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
James Stainton	Presiding Member	Elected	Sep-28
Cameron Flude	Principal	Ex -officio	
Jennie England	Parent Representative	Elected	Sep-28
Jordan Clarke	Parent Representative	Elected	Sep-28
Huia Pocklington	Parent Representative	Elected	Sep-28
Jerome Buckwell	Parent Representative	Elected	Sep-28
Paul Knighton	Staff Representative	Elected	Sep-28
Isaac Thorpe	Student Representative	Elected	Sep-26
Dillon Ratima	Pirignakau Parent Representative	Appointed	Sep-28
Atareta Hohaia	Piritahi Representative	Appointed	Sep-28
Gretchen Stone	Parent Representative	Co-opted	Sep-28
James Petronelli	Presiding Member	Elected	Sep-25
Nick Crawford	Parent Representative	Elected	Sep-25
Carmen Parahi	Piringakau Whanau Rep	Appointed	Sep-25
Jayme Kitiona	Piritahi Marae Rep	Appointed	Sep-25
Rebecca Daly-Peoples	Parent Representative	Elected	Sep-25
Debbie Yardley	Parent Representative	Elected	Sep-25
Nesrin Kennedy	Staff Representative	Elected	Sep-25
Emilie Dick	Student Representative	Elected	Sep-25

# WAIHEKE HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Waiheke High School

## Statement of Responsibility

For the year ended 31 December 2025

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

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

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

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

James Stainton

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Full Name of Presiding Member

Cameron Flude

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Full Name of Principal

Signed by:

*James Stainton*

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Signature of Presiding Member

Signed by:

*Cameron Flude*

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Signature of Principal

02 June 2026

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Date

02 June 2026

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Date

# Waiheke High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	6,988,353	7,051,781	6,926,359
Locally Raised Funds	3	713,166	499,874	732,534
Interest		24,775	25,000	40,645
<b>Total Revenue</b>		<b>7,726,294</b>	<b>7,576,655</b>	<b>7,699,538</b>
<b>Expense</b>				
Locally Raised Funds	3	526,768	346,981	482,819
Learning Resources	4	4,559,179	4,411,813	4,528,890
Administration	5	467,100	435,467	528,777
Interest		3,314	3,300	2,649
Property	6	2,236,248	2,379,877	2,512,726
Loss on Disposal of Property, Plant and Equipment		3,023	-	1,736
<b>Total Expense</b>		<b>7,795,632</b>	<b>7,577,438</b>	<b>8,057,597</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(69,338)</b>	<b>(783)</b>	<b>(358,059)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(69,338)</b>	<b>(783)</b>	<b>(358,059)</b>

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		1,633,489	1,633,489	1,991,548
Total comprehensive revenue and expense for the year		(69,338)	(783)	(358,059)
Contribution - Furniture and Equipment Grant		68,592	-	-
Contributions - Te Mana Tuhono		74,555	-	-
<b>Equity at 31 December</b>		1,707,298	1,632,706	1,633,489
Accumulated comprehensive revenue and expense		1,707,298	1,632,706	1,633,489
<b>Equity at 31 December</b>		1,707,298	1,632,706	1,633,489

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	175,350	126,402	66,511
Accounts Receivable	8	473,545	44,947	371,650
GST Receivable		8,480	1,561	1,559
Prepayments		34,407	9,571	9,571
Inventories	9	49,809	65,415	65,415
Investments		300,000	500,000	500,000
Funds Receivable for Capital Works Projects	17	6,585	6,585	6,585
		<u>1,048,176</u>	<u>754,481</u>	<u>1,021,291</u>
<b>Current Liabilities</b>				
Accounts Payable	12	434,997	415,557	415,557
Revenue Received in Advance	13	189,088	170,910	170,910
Provision for Cyclical Maintenance	14	201,461	150,000	163,853
Finance Lease Liability	15	18,930	18,000	18,133
Funds held in Trust	16	148,155	124,315	124,315
		<u>992,631</u>	<u>878,782</u>	<u>892,768</u>
<b>Working Capital Surplus/(Deficit)</b>		55,545	(124,301)	128,523
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,920,800	1,988,561	1,838,561
		<u>1,920,800</u>	<u>1,988,561</u>	<u>1,838,561</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	244,602	206,554	314,554
Finance Lease Liability	15	24,445	25,000	19,041
		<u>269,047</u>	<u>231,554</u>	<u>333,595</u>
<b>Net Assets</b>		<u>1,707,298</u>	<u>1,632,706</u>	<u>1,633,489</u>
<b>Equity</b>		<u>1,707,298</u>	<u>1,632,706</u>	<u>1,633,489</u>

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,804,044	1,703,104	1,602,562
Locally Raised Funds		406,450	355,289	554,997
International Students		230,656	144,585	143,176
Goods and Services Tax (net)		(6,921)	-	(17,661)
Payments to Employees		(1,100,862)	(685,099)	(1,224,026)
Payments to Suppliers		(1,293,074)	(1,105,514)	(1,292,417)
Interest Paid		(3,314)	(3,300)	-
Interest Received		25,003	25,000	43,217
Net cash from/(to) Operating Activities		61,982	434,065	(190,152)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(299,604)	(356,174)	(923,964)
Purchase of Investments		-	-	300,000
Proceeds from Sale of Investments		200,000	-	-
Net cash from/(to) Investing Activities		(99,604)	(356,174)	(623,964)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		68,592	-	-
Contributions from Ministry of Education		74,555	-	-
Finance Lease Payments		(20,526)	(18,000)	(10,940)
Funds Administered on Behalf of Other Parties		23,840	-	674,091
Net cash from/(to) Financing Activities		146,461	(18,000)	663,151
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>108,839</b>	<b>59,891</b>	<b>(150,965)</b>
Cash and cash equivalents at the beginning of the year	7	66,511	66,511	217,476
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>175,350</b>	<b>126,402</b>	<b>66,511</b>

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 2025

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

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

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

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### ***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 22.

#### *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 2025

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### c) Revenue Recognition

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### d) Finance Lease Payments

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

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### e) Cash and Cash Equivalents

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

### f) Accounts Receivable

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

### g) Inventories

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

### h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

### i) Property, Plant and Equipment

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

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

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

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

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### **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

### **j) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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

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.

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

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

### **k) Accounts Payable**

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

### **l) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **m) Revenue Received in Advance**

Revenue received in advance relates to fees received from international students 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.

### **n) Funds Held in Trust**

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

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

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### **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.

### **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 4 to 24 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, 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) 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 2025

### 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,643,556	1,542,019	1,457,626
Teachers' Salaries Grants	3,547,252	3,500,000	3,447,947
Use of Land and Buildings Grants	1,636,212	1,848,677	1,848,677
Other Government Grants	161,333	161,085	172,109
	6,988,353	7,051,781	6,926,359

### 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	36,555	23,000	24,557
Fees for Extra Curricular Activities	229,093	81,189	183,793
Trading	79,554	69,600	55,284
Fundraising and Community Grants	7,413	25,000	149,760
Other Revenue	165,821	156,500	176,372
International Student Fees	194,730	144,585	142,768
	713,166	499,874	732,534
<b>Expense</b>			
Extra Curricular Activities Costs	209,924	85,181	176,146
Trading	80,915	66,000	55,657
Fundraising and Community Grant Costs	477	-	3,711
Other Locally Raised Funds Expenditure	113,646	104,000	142,014
International Student - Employee Benefits - Salaries	59,660	63,400	68,990
International Student - Other Expenses	62,146	28,400	36,301
	526,768	346,981	482,819
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	186,398	152,893	249,715

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	256,684	257,763	296,202
Employee Benefits - Salaries	4,032,243	3,897,250	3,946,766
Staff Development	24,196	24,500	36,655
Depreciation	241,069	230,000	244,625
Other Learning Resources	4,987	2,300	4,643
	<u>4,559,179</u>	<u>4,411,813</u>	<u>4,528,891</u>

### 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	17,211	13,153	17,002
Board Fees and Expenses	18,373	8,600	10,737
Other Administration Expenses	55,412	43,904	64,522
Employee Benefits - Salaries	343,878	339,150	405,528
Insurance	22,262	20,000	19,067
Service Providers, Contractors and Consultancy	9,964	10,660	11,921
	<u>467,100</u>	<u>435,467</u>	<u>528,777</u>

### 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	108,692	85,000	181,310
Heat, Light and Water	49,276	42,000	48,097
Repairs and Maintenance	156,665	132,200	142,493
Use of Land and Buildings	1,636,212	1,848,677	1,848,677
Employee Benefits - Salaries	223,420	212,000	234,352
Other Property Expenses	61,983	60,000	57,797
	<u>2,236,248</u>	<u>2,379,877</u>	<u>2,512,726</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 2025

### 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	75,350	126,402	66,511
Short-term Bank Deposits	100,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>175,350</u>	<u>126,402</u>	<u>66,511</u>

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

Of the \$175,350 Cash and Cash Equivalents and \$300,000 Investments (Note 10), \$337,243 is subject to restrictions for the following reasons:

- \$158,846 of funding from International Students for tuition in 2026. This is included in Revenue in Advance in note 13.
- \$30,242 of other revenue in advance. This is included in Revenue in Advance in note 13.
- \$148,155 for Homestay is held by the school in Trust. See note 16.

### 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	134,237	39,475	39,475
Receivables from the Ministry of Education	4,234	3,913	3,913
Interest Receivable	1,331	1,559	1,559
Teacher Salaries Grant Receivable	333,743	-	326,703
	<u>473,545</u>	<u>44,947</u>	<u>371,650</u>
Receivables from Exchange Transactions	135,568	41,034	41,034
Receivables from Non-Exchange Transactions	337,977	3,913	330,616
	<u>473,545</u>	<u>44,947</u>	<u>371,650</u>

### 9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Ferry Tickets	2,012	3,877	3,877
School Uniforms	47,797	61,538	61,538
	<u>49,809</u>	<u>65,415</u>	<u>65,415</u>

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	300,000	500,000	500,000
<b>Total Investments</b>	<b>300,000</b>	<b>500,000</b>	<b>500,000</b>

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2025</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Buildings	78,539	33,968	-	-	(1,113)	111,394
Building Improvements	643,123	34,027	-	-	(34,072)	643,078
Furniture and Equipment	1,000,703	78,807	-	-	(152,051)	927,459
Information and Communication Technology	34,023	135,733	-	-	(20,549)	149,207
Motor Vehicles	33,315	6,961	-	-	(7,794)	32,482
Leased Assets	32,821	26,937	-	-	(23,452)	36,306
Library Resources	16,037	3,287	(3,022)	-	(2,038)	14,264
Work in Progress	-	6,610	-	-	-	6,610
	<b>1,838,561</b>	<b>326,330</b>	<b>(3,022)</b>	<b>-</b>	<b>(241,069)</b>	<b>1,920,800</b>

The net carrying value of furniture and equipment held under a finance lease is \$36,306 (2024: \$32,821)

The net carrying value of motor vehicles held under a finance lease is \$32,482 (2024:\$33,315)

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	114,737	(3,343)	111,394	80,769	(2,230)	78,539
Building Improvements	918,063	(274,985)	643,078	884,035	(240,912)	643,123
Furniture and Equipment	2,276,121	(1,348,662)	927,459	2,197,313	(1,196,610)	1,000,703
Information and Communication Technology	474,902	(325,695)	149,207	343,058	(309,035)	34,023
Motor Vehicles	108,952	(76,470)	32,482	101,991	(68,676)	33,315
Leased Assets	75,152	(38,846)	36,306	60,407	(27,586)	32,821
Library Resources	40,138	(25,874)	14,264	45,411	(29,374)	16,037
Work in Progress	6,610	-	6,610	-	-	-
	<b>4,014,675</b>	<b>(2,093,875)</b>	<b>1,920,800</b>	<b>3,712,984</b>	<b>(1,874,423)</b>	<b>1,838,561</b>

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	50,443	44,620	44,620
Accruals	12,542	17,052	17,052
Employee Entitlements - Salaries	337,030	330,237	330,237
Employee Entitlements - Leave Accrual	34,982	23,648	23,648
	<u>434,997</u>	<u>415,557</u>	<u>415,557</u>
Payables for Exchange Transactions	434,997	415,557	415,557
	<u>434,997</u>	<u>415,557</u>	<u>415,557</u>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	2,381	2,905	2,905
International Student Fees in Advance	158,846	122,920	122,920
Other revenue in Advance	27,861	45,085	45,085
	<u>189,088</u>	<u>170,910</u>	<u>170,910</u>

### 14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	478,407	478,407	361,145
Increase/(decrease) to the Provision During the Year	108,692	85,000	181,310
Use of the Provision During the Year	(141,036)	(138,407)	(64,048)
Provision at the End of the Year	<u>446,063</u>	<u>425,000</u>	<u>478,407</u>
Cyclical Maintenance - Current	201,461	150,000	163,853
Cyclical Maintenance - Non current	244,602	206,554	314,554
	<u>446,063</u>	<u>356,554</u>	<u>478,407</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan.

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 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:

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	21,898	18,000	20,727
Later than One Year	27,125	25,000	20,549
Future Finance Charges	(5,648)	-	(4,102)
	<u>43,375</u>	<u>43,000</u>	<u>37,174</u>
<b>Represented by</b>			
Finance lease liability - Current	18,930	18,000	18,133
Finance lease liability - Non current	24,445	25,000	19,041
	<u>43,375</u>	<u>43,000</u>	<u>37,174</u>

### 16. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	148,155	124,315	124,315
	<u>148,155</u>	<u>124,315</u>	<u>124,315</u>

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 2025

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

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Roofing D Block		(6,585)	-	-	-	(6,585)
<b>Totals</b>		<b>(6,585)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(6,585)</b>

**Represented by:**

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

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
Roofing D Block		(6,585)	-	-	-	(6,585)
Commercial Kitchen		(369,100)	48,849	(93,604)	413,855	-
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	-
<b>Totals</b>		<b>(419,958)</b>	<b>117,127</b>	<b>(123,293)</b>	<b>419,539</b>	<b>(6,585)</b>

**Represented by:**

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

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

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### 18. 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.

Dillon Ratima is a Board member and is the Managing Director of Hauraki Traffic Services Limited. During the year, the School contracted Hauraki Traffic Services Limited to service the School for a total value of \$3,335 (2024: \$173) and no amount is outstanding as at balance date (2024: nil). Because this amount is less than \$25,000 (incl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.

During the year, the school engaged a reliever who is a Board member. Total remuneration paid to this reliever for the year was \$5,459 (2024: nil)

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 19. Remuneration

#### Key management personnel compensation

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,260	4,511
<i>Leadership Team</i>		
Remuneration	679,258	690,532
Full-time equivalent members	5	5
<b>Total key management personnel remuneration</b>	<b>682,518</b>	<b>695,043</b>

There are 10 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance & Property committee (4 members) that meet ahead of each Board meeting. 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

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	160-170
Benefits and Other Emoluments	5-10	1-5
Termination Benefits	-	-

#### Other Employees

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

<b>Remuneration</b>	<b>2025</b>	<b>2024</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100-110	9.00	10.00
110-120	7.00	7.00
120-130	4.00	2.00
130-140	2.00	2.00
	<b>22.00</b>	<b>21.00</b>

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 2025

### 20. Compensation and Other Benefits Upon Leaving

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

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

### 21. 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).

The Board was notified of a claim of \$10,000 alleging a breach of contract. The Board has not recognised this matter in the

#### 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.

### 22. Commitments

#### (a) Capital Commitments

At 31 December 2025, the Board has not entered into any capital commitments (2024:\$Nil).

#### (b) Operating Commitments

As at 31 December 2025, the Board has not entered into any operating contracts.

# Waiheke High School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 23. Financial Instruments

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

#### Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	175,350	126,402	66,511
Receivables	473,545	44,947	371,650
Investments - Term Deposits	300,000	500,000	500,000
Total financial assets measured at amortised cost	<u>948,895</u>	<u>671,349</u>	<u>938,161</u>

#### Financial liabilities measured at amortised cost

Payables	434,997	415,557	415,557
Finance Leases	43,375	43,000	37,174
Total financial liabilities measured at amortised cost	<u>478,372</u>	<u>458,557</u>	<u>452,731</u>

### 24. Events After Balance Date

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

### 25. Comparatives

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

## Independent Auditor's Report

### To the readers of Waiheke High School's Financial statements For the year ended 31 December 2025

**RSM Hayes Audit**

Level 19, 125 Queen Street,  
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

The Auditor-General is the auditor of Waiheke High 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 pages 1 to 23, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

### Opinion

In our opinion the financial statements:

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

Our audit was completed on 2 June 2026. This is the date at which our opinion is expressed.

### 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 audit opinion.



## Responsibilities of the Board for the financial statements

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

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

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

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

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

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

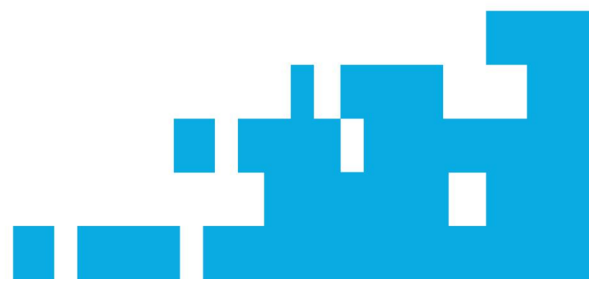
Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

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

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Members of the Board, Analysis of variance 2025, how we have given effect to Te Tiriti o Waitangi, Kiwisport disclosure, and Statement of compliance with employment policy. 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 Members of the Board, Analysis of variance 2025, how we have given effect to Te Tiriti o Waitangi, Kiwisport disclosure, and Statement of compliance with employment policy

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

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

## Independence

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

Other than in our capacity as auditor, we have no relationship with, or interests in, Waiheke High School.

A handwritten signature in black ink, appearing to read 'Brendan Lyon', is positioned above the printed name.

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

