

# Argyll East School

## Annual Report 2025

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Evaluation of student progress and achievement

Report on how the school has given effect to Te Tiriti o Waitangi

Statement of compliance with employment policy

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# ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2025 TARGETS FOR IMPROVING STUDENT ACHIEVEMENT



## Strategic Goals:

1. To increase the percentage of students attending school regularly (90% or more of the time) to meet or exceed the New Zealand Ministry of Education target. By the end of this school year, our aim is to raise regular attendance supporting improved student engagement and learning outcomes.
2. To implement the revised English curriculum for Years 0–6 and Revised Maths Curriculum for Year 0-8 by the end of 2025, ensuring that staff are proficient in teaching, assessing progress, and using reflective practices to improve student outcomes.
3. Continue professional learning to build teacher capacity through continued growth in te reo Māori

**ACADEMIC Targets:** That 85% of our students will be at or above their Curriculum Level in Reading, Writing and Maths.

## Maths

Specific Target 1	History and Outcome	Analysis	Next Steps
That 85% of our students will be at or above their Curriculum Level in Maths.	<p><b>2019</b> – 78.5% At or Above their curriculum level  <b>2020</b> – 83.7% At or Above their curriculum level  <b>2021</b> – 77% At or Above their curriculum level  <b>2022</b> - 79% At or Above their curriculum level  <b>2023</b> - 90% At or Above their curriculum level  <b>2024</b> - 82% At or Above Curriculum Level  <b>2025</b> - <b>88.4% At or Above Curriculum Level</b></p>	<p>OTJ’s were made by teachers at the end of 2024. These OTJ’s include a comprehensive understanding of where each child sits in accordance with the curriculum levels and are based on standardised testing – PAT, GLOSS, JAM, Knowledge Testing, Prime Assessments for year 6-8, classroom observations, discussions and classroom work. Only children who have been at our school for at least one year are included in this report. This analysis is based on 69 students. Changes in cohort affect our results annually.</p> <p>In 2025, all teachers used Prime Mathematics in years 0-8 across all strands. This has been a new programme introduced across our school after a trial in the senior class in 2024.</p>	<p>To improve our maths results and increase the number of children at or above their curriculum level, we will:</p> <ul style="list-style-type: none"> <li>• Continue to support teachers with the implementation of the new maths curriculum</li> <li>• Attend Math PLD - possibly MOE provided</li> <li>• Support the across school use of PRIME mathematics at all year levels including Maths Pro</li> <li>• Continue using RAPs to focus on target students.</li> <li>• Timetable meetings to discuss priority learners.</li> <li>• Make time for rich tasks and authentic activities.</li> <li>• Plan contexts engaging for Maori and other students.</li> </ul>
<b>Action Taken</b>		<p>This year 88.4% of all learners are meeting or above their curriculum year level in maths. This is a very good result.</p> <p>12% of students (8 students) are above - 4 males and 4 females, 6 NZ European, 2 Maori.</p> <p>77% of all students (53 students) are AT.</p> <p>7% of all students (5 students) are below. Of these students, one has ADHD and has improved results this year, one has been at our school for 12 months and had low achievement on entry, one has faced trauma in their home.</p>	
	<ul style="list-style-type: none"> <li>• Introduction of Prime Maths to students across all year levels. The senior class are in their second year of the programme.</li> <li>• Assessment data (PAT, Number knowledge GLOSS, JAM) reviewed with staff and the particular learning needs of all students determined.</li> <li>• Use of Prime Math assessment throughout year, chapter assessments, Pro maths</li> <li>• Establishment of whole school data base for Pro Maths results</li> </ul>		

<ul style="list-style-type: none"> <li>• Prime Maths expert invited to school for staff meeting to work through teacher queries</li> <li>• Programmes planned to meet the learning needs of all students.</li> <li>• Teachers reflecting on and improving practice - across school modelling and observations</li> <li>• Senior teacher observation at another school</li> <li>• Students given time and motivation to accomplish tasks and practice skills.</li> <li>• Year-end data and progress data analysed to inform progress and responsive planning as well as planning for the following year.</li> <li>• Integration of maths into other learning areas and use of e-learning resources.</li> <li>• Basic fact programmes at all levels of the school including Times Table Rock Stars, Math Bricks</li> <li>• Rich tasks and authentic activities offered wherever appropriate</li> <li>• Continued sharing and collaboration between classes.</li> <li>• Schoolwide Raising Achievement Plans continued to support learners or groups of learners and tier 2 &amp; 3 students</li> <li>• Learning reinforced with customised home work.</li> <li>• Caap plan referred to for Maths.</li> <li>• Teacher aide time assigned as required and as available.</li> <li>• Knowledge testing at beginning of each term, teaching around gaps, results shared with students then some retesting at the end of the term to show progress and aid formative assessment</li> <li>• PAT results analysed by teachers to inform teaching programmes</li> <li>• Involvement in 2 MOE facilitated Math Curriculum days for all staff</li> <li>• Focus on attendance</li> </ul>	<p>4% of all students (3 students) are well below - 1 with an intellectual learning disability, 1 with a history of attendance issues (improved attendance in 2025) and 1, a tier 3 student who has been with us for 16 months and arrived with a low achievement level at the beginning of the year. This student is awaiting paediatric assessment.</p> <p>Students who are below or well below receive extra support from our teacher aides during every math session. Our tier 3 student is supported by LSC and also has attendance issues, the other students receive targeted instruction.</p> <p>6% (1 out of 16) Maori students are below. 6% (1 out of 16) Māori are well below</p> <p>Of the 23 males represented in this data, 2 males are below (9%) and 1 male (4%) is well below Of the 46 females represented in this data, 3 females are below(6.5%) and 2 are well below(4%)</p>	<ul style="list-style-type: none"> <li>• Include peer observations twice yearly or as required.</li> <li>• Share holiday numeracy ideas with whanau.</li> <li>• Add to teaching and learning resources</li> <li>• Share learning intentions and make visible to all students</li> <li>• Set learning goals in each class - differentiated and shared with parents</li> <li>• Review CaaP plan to align with the new curriculum</li> <li>• Focus on attendance</li> </ul>
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## Writing

Specific Target 2	History and Outcome	Analysis	Next Steps
<p>That over 85% of our students will be at or above their Curriculum Level in Writing.</p>	<p><b>2016</b> – 70% were AT or Above the National Standard  <b>2017</b> - 83% are AT or Above the standard  <b>2018</b> – 78% At or Above Curriculum Level  <b>2019</b> – 84.6% At or Above Curriculum level  <b>2020</b> – 77% At or Above Curriculum levels  <b>2021</b> – 75% At or Above Curriculum levels</p>	<p>OTJ's were collected from teachers at the end of 2024. These OTJ's are based on comprehensive understandings of where each child sits in accordance with the curriculum levels and are based on moderated writing samples, classroom observations, discussions and classroom work. Only children who have been at our school for at least one year are included in this report which is based on 69 students. Changes in cohort affect our results annually.</p>	<p>To improve our writing results and increase the number of children at or above their curriculum level, we will:</p> <ul style="list-style-type: none"> <li>• Continue Structured Literacy programme in all classes</li> </ul>

	<p><b>2022</b> - 71% At or Above Curriculum Level  <b>2023</b> - 79% At or Above Curriculum Level  <b>2024</b> - 74% At or Above Curriculum Level  <b>2025</b> - <b>80% At or Above Curriculum Level</b></p>	<p>This year 80% (55 students) of all learners are meeting or above their curriculum year level in writing. We have not met our target of 85% but there has been a good increase.</p>	<ul style="list-style-type: none"> <li>● Develop a coaching timetable for all classes to support professional growth</li> <li>● Principal enrolled in Structured Literacy PLD with Ideal in 2026</li> <li>● Explicit phonological awareness taught daily - Heggarty</li> <li>● Retain a literacy unit holder</li> <li>● Ensure formative evaluation guides teaching and learning programmes.</li> <li>● Increase Maori student engagement through contextual planning</li> <li>● Continue membership of HB Literacy group, attending relevant courses and reading Literacy Forums.</li> <li>● Continue to seek authentic writing situations</li> <li>● Familiarisation of New Curriculum Literacy and Communication -</li> <li>● Use of Chrome books and other IT to engage learners</li> <li>● Continue See-Saw to encourage whanau engagement</li> <li>● Promotion of student writing in school newsletter</li> <li>● Ensure technical vocab consistent throughout school</li> <li>● Writing published for the Library for all students to share</li> <li>● Focus on attendance</li> </ul>
	<p style="text-align: center;"><b>Action Taken</b></p> <ul style="list-style-type: none"> <li>● Structured Literacy PLD through Ideal for all staff, CRTs and LAT. Teachers building knowledge, reflecting on and improving practice</li> <li>● Caap referred to alongside LLPs for year 7&amp;8 students</li> <li>● New English curriculum implemented in years 0-6.</li> <li>● Structured Literacy for all students to support spelling, writing and reading</li> <li>● Use of E-asttle rubric for schoolwide moderation.</li> <li>● Add termly writing samples to pre-existing student files to enable clear sight of progress through years. Built on this so it is available at all school levels</li> <li>● Continued use of LSC for tier 3 students.</li> <li>● Teachers reflecting on and improving practice. Evidence in teachers planning and teaching inquiries - Professional Growth Cycles</li> <li>● Student voice and links to other learning areas considered in writing topics and genres. Also parent voice</li> <li>● Students given time and motivation to write.</li> <li>● Print rich classrooms.</li> <li>● Own choice incorporated regularly. Writing for enjoyment</li> <li>● Outdoor activities and school trips/experiences for authentic writing contexts.</li> <li>● Writing for specific purpose and audience</li> <li>● Year-end data analysed to inform progress and planning for the following year.</li> <li>● Teacher Aide support for target students</li> <li>● Work with parents, families and whanau around ways to support students' learning. Eg termly holiday ideas.</li> <li>● Celebration of student writing across school - eg. Writing Corner in the weekly newsletter</li> <li>● Continued familiarisation with New English Curriculum - MOE Curriculum advisor attended staff meeting to support</li> <li>● Principal attending MOE meetings to support introduction of English Curriculum</li> <li>● Use of appropriate and relevant AI for engagement and to support time management for teachers</li> </ul>	<p>7% of students (5 students) are above- 4 females, 1 male all NZ European. This is an increase of 2 students.</p> <p>72.5% of students (50 students) are AT</p> <p>14.5% of all students (10 students) are below. 1 of the students represented in the below data has been at our school for 12 months and was low on entry. Two students are in the middle class levels. One has made good progress this year. The other is a young child for his year level and exhibits low maturity (question undiagnosed global learning issues), 1 student has had historical attendance issues that have improved during 2025, 2 students have ADHD, 1 student is being referred to a speech therapist, one student is in a junior class and expected to improve with growth and 2 are within 12 months of their expectations.</p> <p>6% of all students (4) students are well below. One is a tier 3 student who has been at our school for just 16 months and achieving well below on entry. One student has made excellent progress in literacy this year. Both of these students are enthusiastic and well engaged in their learning. One student has an intellectual learning disability and one has historical attendance issues that have improved in 2025. This is a slight improvement on below and well below students compared to 2024</p> <p>All students below and well below are well supported within the school working in small groups with classroom teachers and teacher aides. LSC support has been available for our special needs student. Good communication and partnerships exist between home and school</p> <p>25% (4 out of 16) Māori are below.  6% (1 out of 16) Maori/ students are well below.</p> <p>Of the 23 males represented in this data, 3 males are below (13%) and 2 males (9%) are well below.  Of the 46 females represented in this data, 7 females are below(15%)</p>	

<ul style="list-style-type: none"> <li>• I do, We do, You do strategy used in teaching</li> <li>• Trial of NZCER writing PAT for year 5-8 students and year 4's moderated against rubric. Discussion about results</li> <li>• Handwriting - lesson modelled to all teachers - all following Casey the Caterpillar timetable daily. Consistent terminology, sequence and documents throughout school.</li> <li>• Typing programme for senior students</li> </ul>		
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## Reading

Specific Target 3	History and Outcome	Analysis	Next Steps
<p><b>1 That 85% of our students will be at or above their Curriculum Level in Reading.</b></p>	<p>2016 - 86% were At or Above National Standard            2017 – 85% At or Above the standard            2018 – 76.5% At or Above curriculum level            2019 - 83% At or Above curriculum level            2020 - 86.5% At or Above curriculum level            2021- 81% At or Above curriculum level            2022 - 77% At or Above their curriculum level            2023 - 87% At or Above their curriculum level            2024 - 76% At or Above Curriculum Level  <b>2025 - 91.3% At or Above Curriculum Level</b></p>	<p>OTJ's were collected from teachers at the end of 2024. These OTJ's include a comprehensive understanding of where each child sits in accordance with the curriculum levels and are based on standardised testing – STAR, IDEAL, Phonics test, iRSR Reading Skills, Dibels, Ideal Spelling Assessments, e-AsttLe, and classroom observations, discussions and classroom work. Only children who have been at school for at least one year are included in this report. 69 children are included. Again, changes in cohort are reflected in our results</p> <p>This year, 91% of all learners are meeting or above their curriculum year level in reading, which exceeds our expectation of 85%. We are very happy with this result</p>	<p>To improve our reading results and increase the number of children at or above their curriculum level, we will:</p> <ul style="list-style-type: none"> <li>• Support teachers to implement the New English Curriculum</li> <li>• Application for principal to participate in Structured Literacy PLD in 2026</li> <li>• Continue to implement the use of chromebooks.</li> <li>• Year 2-3 - Reading Eggs programme to support children</li> <li>• Update reading books to ensure enough books for reading groups</li> <li>• Review assessment data and year end data with staff to determine the particular learning needs of target students, inform planning and monitor progress. Develop IEP's where required</li> <li>• Regular slot in staff meetings to discuss progress for target students on Raising Achievement Plan and to promote teacher reflection for improved practice</li> <li>• Promote moderation and consistent language and practice across all levels</li> <li>• Structured Literacy coaching</li> </ul>
<p><b>Action Taken - Our regular reading programme +</b></p>		<p>10% (7 students) are Above - 1 male, 6 females, 1 Maori, 6 NZ European</p>	
<ul style="list-style-type: none"> <li>• Recognition and development of crossover between Structured Literacy in writing and reading</li> <li>• Structured Literacy PLD for all teachers, CRT and LAT</li> <li>• Structured literacy used across all school levels</li> <li>• Repetition and purpose</li> <li>• Books go into fluency boxes for practising.</li> <li>• Building positive attitudes. Students wanting to read.</li> <li>• Structured daily routine where children know expectations</li> <li>• Groups swapping between teachers and teacher aides to add variety.</li> <li>• Using plays and Readers Theatre especially the lower children as they are doing lots of reading and following.</li> </ul>		<p>81% of students (56 students) are AT</p> <p>3% of all students (2 students) are below. 1 of these students has moved from well below and continues on an upward trajectory. The second student has ADHD and some attendance issues.</p> <p>6% of all students are Well Below (4 students). 1 ADHD student, 1 student with an intellectual learning disability, one student who has attended Argyll for 16 months, had low achievement on arrival and is making good progress and one student with historic attendance issues that have improved in 2025</p> <p>6% (1 out of 16) Māori are below.</p> <p>6% (1 out of 16) Maori are well below.</p>	

- Using Hell's pizza rewards and having a criteria.
- Spring Fling Library programme
- Ordering and receiving local Library book boxes to support programmes
- Novel Studies and Literacy Circles in the senior classroom
- Weekly library sessions
- Reading to children - class novels that extend vocabulary, comprehension and exposure to a variety of genres with texts that extend the reader with carefully chosen content.
- Using Reading Eggs.
- Classroom library developed in senior classroom with class sets being grown
- Projects based on reading to increase comprehension
- Whole school music and singing to promote reading
- New journals aligned to curriculum
- Sourced decodables for older students that are age appropriate for engagement
- Literacy Box resources for tier 2 & 3 students
- Community reader
- Revised assessment schedule adding new appropriate tests - iRSR and Dibels

Of the 23 males represented in this data, 1 is below (4%) and 1 (4%) is well below

Of the 46 females represented in this data, 1 is below (2%) and 3 are well below(6.5%)

All students in the below and well below groups are receiving extra support through teacher aides, LSC, small group instruction with teachers and extra reading time with grandparents

programme

- Consult with parents, families and whanau around ways to support students' learning.
- Continue using Seesaw to build home-school partnership in a bid to improve reading and writing across all cohorts.
- Teacher aide support to be given to students below expectations wherever possible.
- Student voice and links to other learning areas considered in reading and writing topics and genres with particular attention paid to the interests of boys and Māori students
- Shared reading to promote enjoyment of reading
- Curriculum unit holder
- Understanding and emphasis on oral language underpinning all learning areas
- Community support

## Argyll East School 2025 End Year OTJ Levels Report to BOT

	R W M	R W M	R W M	R W M	R W M	R W M	R W M	KEY
5E								
5M							1	Above
5B						1 1	1	Within 12 months
4E						1 1 1	2 1 1	AT
4M						1 3	1 3 4	
4B						3 5 2	1	Within 12 months
3E				4 2	4 5 2	1 1		Below
3M				3 5 3	3 1 3	2 1		Well below
3B			1 1 2	1 1 3	1 3	1 1	1 1 1	
2E		4 1	7 2 4	1 2 1	1 2 1	1		
2M	2 1	3 4 3	3 3					
2B	1 1	2 2	1 3	1	1	1 1 1		
1E	7 7 10	1 1						
1M	2 2							
1B								
	R W M	R W M	R W M	R W M	R W M	R W M	R W M	
	Year 2 11 students	Year 3 7 students	Year 4 9 students	Year 5 9 students	Year 6 9 students	Year 7 10 students	Year 8 6 students	

Report based on 61 students. Students in Ruma Tahi are not included in this report nor are students who have been at Argyll East School for less than 12 months. Our students have made some good progress this year, with good movement for those who were in the well below levels. They are still below but making good progress.

Final report for 2025 is the Analysis of Variance

# Argyll East School

## Personnel Policy Compliance (s73 and s74 Public Service Act 2020)

For the year ended 31 December 2025

The Board:

- 1 Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- 2 Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
- 3 Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
- 4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- 5 Meets all EEO requirements.

# Argyll East School

## Kiwisport Report

For the year ended 31 December 2025

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2025 the school received total Kiwisport funding of \$1,197 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

# Argyll East School

## Annual Financial Statements

**FOR THE YEAR ENDED 31 DECEMBER 2025**



### School Directory

<b>Ministry Number:</b>	2542
<b>Principal:</b>	Julie Thelwall
<b>School Address:</b>	1071 Argyll Road
<b>School Postal Address:</b>	1071 Argyll Road, R D 1, Otane
<b>School Phone:</b>	06 856 5102
<b>School Email:</b>	office@argylleast.school.nz

<b>Accountant / Service Provider:</b>	Eclipse Solutions 4 Schools Ltd
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# Argyll East School

Annual Financial Statements - For the year ended 31 December 2025

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# Argyll East School

## Statement of Responsibility

For the year ended 31 December 2025

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.

Malcolm James Campbell  
Full Name of Presiding Member

Julie Thelwall  
Full Name of Principal

  
Signature of Presiding Member

  
Signature of Principal

26.5.26  
Date

26.5.26  
Date

# Argyll East 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	1,087,111	1,011,026	1,031,701
Locally Raised Funds	3	68,606	52,560	73,943
Interest		5,624	6,000	11,657
<b>Total Revenue</b>		<b>1,161,341</b>	<b>1,069,586</b>	<b>1,117,301</b>
<b>Expense</b>				
Locally Raised Funds	3	16,660	6,900	13,173
Learning Resources	4	838,952	729,175	758,815
Administration	5	89,975	86,707	90,463
Interest		643	488	538
Property	6	199,136	204,591	226,654
Other Expense	7	45,190	45,100	45,030
Loss on Disposal of Property, Plant and Equipment		248	-	-
<b>Total Expense</b>		<b>1,190,804</b>	<b>1,072,961</b>	<b>1,134,673</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(29,463)</b>	<b>(3,375)</b>	<b>(17,372)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(29,463)</b>	<b>(3,375)</b>	<b>(17,372)</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.

# Argyll East 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>		363,288	370,000	378,191
Total comprehensive revenue and expense for the year		(29,463)	(3,375)	(17,372)
Contribution - Furniture and Equipment Grant		-	-	4,462
Distributions to the Ministry of Education		(1,706)	-	(1,993)
<b>Equity at 31 December</b>		332,119	366,625	363,288
Accumulated comprehensive revenue and expense		332,119	366,625	363,288
<b>Equity at 31 December</b>		332,119	366,625	363,288

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.

# Argyll East 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	8	109,696	110,000	204,985
Accounts Receivable	9	77,175	68,000	74,092
GST Receivable		10,381	5,721	10,139
Prepayments		8,558	9,000	9,451
Inventories	10	458	200	127
Investments	11	99,526	150,000	46,286
Funds Receivable for Capital Works Projects	17	14,702	-	29,260
		320,496	342,921	374,340
<b>Current Liabilities</b>				
Accounts Payable	13	94,676	95,000	99,613
Revenue Received in Advance	14	6,962	1,000	8,937
Provision for Cyclical Maintenance	15	35,696	-	35,145
Finance Lease Liability	16	3,483	3,000	2,963
Funds held for Capital Works Projects	17	7,963	-	7,963
Funds held on behalf of Te Angiangi Kāhui Ako	18	10,613	35,000	31,935
		159,393	134,000	186,556
<b>Working Capital Surplus/(Deficit)</b>		161,103	208,921	187,784
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	195,169	180,000	192,431
		195,169	180,000	192,431
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	18,921	19,296	13,871
Finance Lease Liability	16	5,232	3,000	3,056
		24,153	22,296	16,927
<b>Net Assets</b>		332,119	366,625	363,288
<b>Equity</b>		332,119	366,625	363,288

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



# Argyll East 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		299,295	249,878	274,743
Locally Raised Funds		65,099	107,560	64,846
Goods and Services Tax (net)		(242)	(1,998)	(7,278)
Payments to Employees		(217,570)	(144,505)	(167,334)
Payments to Suppliers		(162,868)	(161,447)	(169,346)
Interest Paid		(643)	(488)	(538)
Interest Received		5,982	6,000	12,226
Net cash from/(to) Operating Activities		(10,947)	55,000	7,319
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(19,214)	(5,000)	(6,608)
Purchase of Investments		(53,240)	(55,000)	-
Proceeds from Sale of Investments		-	-	46,041
Net cash from/(to) Investing Activities		(72,454)	(60,000)	39,433
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	4,462
Distributions to Ministry of Education		(1,706)	-	-
Finance Lease Payments		(3,418)	(2,000)	(2,014)
Funds Administered on Behalf of Other Parties		(6,764)	5,000	(28,381)
Net cash from/(to) Financing Activities		(11,888)	3,000	(25,933)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(95,289)</b>	<b>(2,000)</b>	<b>20,819</b>
Cash and cash equivalents at the beginning of the year	8	204,985	112,000	184,166
<b>Cash and cash equivalents at the end of the year</b>	8	<b>109,696</b>	<b>110,000</b>	<b>204,985</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.



# Argyll East School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Argyll East 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.

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

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

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

###### **Cyclical maintenance**

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

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

The 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 12.

### **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 16. Future operating lease commitments are disclosed in note 23.

#### **Recognition of grants**

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

### **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.

### **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 stationery. 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.

#### **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 land and library resources are depreciated over their estimated useful lives on a straight line basis. Land is not depreciated, and 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	5 - 50 years
Furniture and Equipment	5 - 10 years
Information and Communication Technology	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

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

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

#### **k) 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.

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

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

#### **m) Funds held for Capital Works**

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

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

#### **n) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

#### **o) 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 10 to 17 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.

#### **p) Financial Instruments**

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

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.

#### **q) 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.

#### **r) Budget Figures**

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

#### **s) 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.

## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	302,226	240,970	261,645
Teachers' Salaries Grants	618,005	591,930	591,930
Use of Land and Buildings Grants	166,880	178,126	178,126
	1,087,111	1,011,026	1,031,701

## 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	23,636	12,000	16,934
Fees for Extra Curricular Activities	1,002	1,700	2,064
Trading	1,914	1,500	1,790
Fundraising and Community Grants	8,666	4,600	21,303
Other Revenue	780	-	610
Bus Income	13,608	13,000	11,022
School House Income	19,000	19,760	20,220
	68,606	52,560	73,943
<b>Expense</b>			
Extra Curricular Activities Costs	2,115	1,700	2,611
Trading	2,185	1,500	2,943
Fundraising and Community Grant Costs	1,078	200	109
School House Expenditure	11,282	3,500	7,510
	16,660	6,900	13,173
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	51,946	45,660	60,770

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	27,391	20,125	26,803
Information and Communication Technology	1,325	1,000	1,252
Employee Benefits - Salaries	781,451	679,550	699,563
Staff Development	5,841	2,500	5,624
Depreciation	22,342	25,000	24,592
Other Learning Resources	602	1,000	981
	838,952	729,175	758,815

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,297	9,100	7,929
Board Fees and Expenses	4,599	3,740	3,816
Other Administration Expenses	12,284	8,900	10,697
Employee Benefits - Salaries	55,726	56,885	60,673
Insurance	2,069	2,082	2,048
Service Providers, Contractors and Consultancy	6,000	6,000	5,300
	<u>89,975</u>	<u>86,707</u>	<u>90,463</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	5,602	8,615	6,249
Heat, Light and Water	12,843	7,000	12,389
Rates	891	750	842
Repairs and Maintenance	7,596	5,100	24,110
Use of Land and Buildings	166,880	178,126	178,126
Other Property Expenses	5,324	5,000	4,938
	<u>199,136</u>	<u>204,591</u>	<u>226,654</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.

## 7. Other Expense

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Transport	45,190	45,100	45,030
	<u>45,190</u>	<u>45,100</u>	<u>45,030</u>

## 8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	109,696	110,000	204,985
Cash and cash equivalents for Statement of Cash Flows	<u>109,696</u>	<u>110,000</u>	<u>204,985</u>

Of the \$109,696 Cash and Cash Equivalents \$24,176 is subject to restrictions for the following reasons:

- \$5,600 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 14.
- \$7,963 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.
- \$10,613 is held by the school on behalf of Te Angiangi Kahui Ako cluster. See note 18 for details of the revenue and expenditure of the cluster.



## 9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	8,828	-	6,896
Receivables from the Ministry of Education	5,285	-	2,754
Interest Receivable	830	-	1,188
Teacher Salaries Grant Receivable	62,232	68,000	63,254
	<u>77,175</u>	<u>68,000</u>	<u>74,092</u>
Receivables from Exchange Transactions	9,658	-	8,084
Receivables from Non-Exchange Transactions	67,517	68,000	66,008
	<u>77,175</u>	<u>68,000</u>	<u>74,092</u>

## 10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	458	200	127
	<u>458</u>	<u>200</u>	<u>127</u>

## 11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	99,526	150,000	46,286
Total Investments	<u>99,526</u>	<u>150,000</u>	<u>46,286</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Land and Building Improvements	147,056	4,434	-	-	(6,687)	<b>144,803</b>
Furniture and Equipment	31,907	14,779	(248)	-	(9,618)	<b>36,820</b>
Information and Communication Technology	1,516	-	-	-	(1,082)	<b>435</b>
Leased Assets	3,909	6,114	-	-	(3,957)	<b>6,066</b>
Library Resources	8,043	-	-	-	(998)	<b>7,045</b>
	<u>192,431</u>	<u>25,327</u>	<u>(248)</u>	<u>-</u>	<u>(22,342)</u>	<u><b>195,169</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$6,066 (2024: \$3,909).

### Restrictions

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



	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land and Building Improvements	271,468	(126,665)	144,803	267,034	(119,978)	147,056
Furniture and Equipment	203,868	(167,048)	36,820	189,461	(157,554)	31,907
Information and Communication Technology	67,383	(66,948)	435	67,383	(65,867)	1,516
Leased Assets	9,101	(3,035)	6,066	12,555	(8,646)	3,909
Library Resources	30,481	(23,436)	7,045	30,481	(22,438)	8,043
	<u>582,301</u>	<u>(387,132)</u>	<u>195,169</u>	<u>566,914</u>	<u>(374,483)</u>	<u>192,431</u>

### 13. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	18,710	17,000	14,592
Accruals	8,416	10,000	6,129
Banking Staffing Overuse	-	-	11,922
Employee Entitlements - Salaries	62,232	68,000	63,254
Employee Entitlements - Leave Accrual	5,318	-	3,716
	<u>94,676</u>	<u>95,000</u>	<u>99,613</u>
Payables for Exchange Transactions	94,676	95,000	99,613
	<u>94,676</u>	<u>95,000</u>	<u>99,613</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	5,600	-	6,000
Other revenue in Advance	1,362	1,000	2,937
	<u>6,962</u>	<u>1,000</u>	<u>8,937</u>

### 15. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	49,016	10,131	55,307
Increase/(decrease) to the Provision During the Year	5,601	8,615	6,249
Use of the Provision During the Year	-	550	(12,540)
Provision at the End of the Year	<u>54,617</u>	<u>19,296</u>	<u>49,016</u>
Cyclical Maintenance - Current	35,696	-	35,145
Cyclical Maintenance - Non current	18,921	19,296	13,871
	<u>54,617</u>	<u>19,296</u>	<u>49,016</u>

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



## 16. 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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	3,484	3,000	2,963
Later than One Year	6,410	3,500	3,658
Future Finance Charges	(1,178)	(500)	(602)
	<u>8,715</u>	<u>6,000</u>	<u>6,019</u>
<b>Represented by</b>			
Finance lease liability - Current	3,483	3,000	2,963
Finance lease liability - Non current	5,232	3,000	3,056
	<u>8,715</u>	<u>6,000</u>	<u>6,019</u>

## 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 8, and includes retentions on the projects, if applicable.

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Fire Safety - 230103	(3,896)	7,952	(5,762)	1,706	-
A AMS Opening Up Between Classrooms - 230101	(13,101)	41,936	(35,937)	-	(7,102)
AJ AMS Creation of Indoor Outdoor Teacher Area - 230102	(6,459)	8,615	(2,156)	-	-
A C I Roofing Remediation Project - 241702	7,963	-	-	-	7,963
A J K Heat Pump Remediation and Replacement - 255955	(5,804)	-	(1,796)	-	(7,600)
Totals	<u>(21,297)</u>	<u>58,503</u>	<u>(45,651)</u>	<u>1,706</u>	<u>(6,739)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	7,963
Funds Receivable from the Ministry of Education	(14,702)

The Board contribution was treated as a 'donation' to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Fire Safety - 230103	(2,396)	-	(1,500)	-	(3,896)
A AMS Opening Up Between Classrooms - 230101	(7,902)	-	(5,199)	-	(13,101)
AJ AMS Creation of Indoor Outdoor Teacher Area - 230102	(2,820)	58,588	(62,227)	-	(6,459)
A Roofing Replacement to Flat Areas - 230104	23,538	15,142	(40,673)	1,993	-
A C I Roofing Remediation Project - 241702	7,963	-	-	-	7,963
Cluster Fly Project	(5,804)	-	-	-	(5,804)
Totals	<u>12,579</u>	<u>73,730</u>	<u>(109,599)</u>	<u>1,993</u>	<u>(21,297)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	7,963
Funds Receivable from the Ministry of Education	(29,260)



## 18. Funds Held on Behalf of Te Angiangi Kahui Ako

Argyll East School is the lead school funded by the Ministry of Education to provide Te Angiangi Kahui Ako services to its cluster of schools.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	31,935	30,000	26,439
Funds Received from Cluster Members	3,636	-	8,083
Funds Received from MOE	3,552	10,000	22,736
Total funds received	<u>39,123</u>	<u>40,000</u>	<u>57,258</u>
Funds Spent on Behalf of the Cluster	28,510	5,000	25,323
Funds remaining	<u>10,613</u>	<u>35,000</u>	<u>31,935</u>
Funds Held at Year End	<u><u>10,613</u></u>	<u><u>35,000</u></u>	<u><u>31,935</u></u>

## 19. 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.

## 20. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all Board members and Principal.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,922	2,320
<i>Leadership Team</i>		
Remuneration	239,912	158,688
Full-time equivalent members	1.50	1.00
Total key management personnel remuneration	<u><u>242,834</u></u>	<u><u>161,008</u></u>

There are 6 members of the Board excluding the Principal. The Board has held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



### Principal 1

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150- 160
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

### Principal 2

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	60 - 70	
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	2.00	1.00
120 - 130	1.00	0.00
	<u>3.00</u>	<u>1.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal 1.

## 21. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	-	-

## 22. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 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 2026.



## 23. 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 commitments:

(Operating commitments at 31 December 2024: \$nil).

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	109,696	110,000	204,985
Receivables	77,175	68,000	74,092
Investments - Term Deposits	99,526	150,000	46,286
Total financial assets measured at amortised cost	<u>286,397</u>	<u>328,000</u>	<u>325,363</u>

### Financial liabilities measured at amortised cost

Payables	94,676	95,000	99,613
Finance Leases	8,715	6,000	6,019
Total financial liabilities measured at amortised cost	<u>103,391</u>	<u>101,000</u>	<u>105,632</u>

## 25. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ARGYLL EAST SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Argyll East School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Hawke's Bay, to carry out the audit of the financial statements of the School on pages 2 to 17, 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 26 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

The Board is responsible on behalf of the School 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.

**PARTNERS:** Glenn Fan-Robertson Heather Hallam Lisa Townshend Michael Nes  
**CONSULTANT:** David Pearson

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 Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

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

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

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

### **Independence**

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

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



Glenn Fan-Robertson  
BDO Hawke's Bay  
On behalf of the Auditor-General  
Napier, New Zealand