



**TE WAKA KURA O  
MOHUA**  
GOLDEN BAY HIGH SCHOOL

## ANNUAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2024**

**School Directory**

**Ministry Number:** 292  
**Principal:** Jono Hay  
**School Address:** 12 Waitapu Road, Takaka, Nelson 7110  
**School Phone:** 03 525 9914  
**School Email:** [postie@gbh.school.nz](mailto:postie@gbh.school.nz)

**Accountant / Service Provider:**

**Solutions  
Services**  
Collaborative School Administration



# GOLDEN BAY HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
<u>7 - 19</u>	Notes to the Financial Statements
	Independent Auditor's Report



# Golden Bay High School

## Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Dr Susanne Struck

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

30 May 2025

Date:

Jono Hay

Full Name of Principal

[Signature]

Signature of Principal

30 May 2025

Date:



# Golden Bay High School

## Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/
<b>Expires</b> Susanne struck	Presiding Member	Elected	Sep 2025
Linda Tame	Principal	ex Officio	Jan 2024
Jeno Hay	Principal	ex Officio	
Daniel Padiál	Staff Representative	Elected	Sep 2025
Haydon Ward-Holmes	Manawhenua Ki Mohua	Co-opted	Sep 2025
Brian Nesbit	Parent Representative	Elected	Sep 2025
Kaito Kameyama	Student Representative	Elected	Sep 2025
Andrew Lamason	Parent Representative	Elected	Sep 2025
Tanae Palmer	Parent Representative	Elected	Sep 2025
Gonzalo Vasquez del Rio	Parent Representative	Elected	Sep 2025
In Attendance			
Jude Edmondson	Secretary		



# Golden Bay High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	6,101,431	5,174,443	5,317,045
Locally Raised Funds	3	297,321	106,158	219,928
Interest		108,349	80,000	76,464
Gain on Sale of Property, Plant and Equipment		-	500	1,304
Other Revenue		-	-	47,530
<b>Total Revenue</b>		<b>6,507,101</b>	<b>5,361,101</b>	<b>5,662,271</b>
<b>Expense</b>				
Locally Raised Funds	3	138,012	58,955	109,196
Learning Resources	4	4,101,662	3,817,360	3,828,742
Administration	5	294,029	280,351	280,790
Interest		2,330	3,000	2,672
Property	6	2,003,003	1,305,571	1,133,470
Loss on Disposal of Property, Plant and Equipment		6,046	-	2,292
<b>Total Expense</b>		<b>6,545,082</b>	<b>5,465,237</b>	<b>5,357,162</b>
<b>Net (Deficit)/Surplus for the year</b>		<b>(37,981)</b>	<b>(104,136)</b>	<b>305,109</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(37,981)</b>	<b>(104,136)</b>	<b>305,109</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.

# Golden Bay High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		2,037,533	2,037,533	1,684,755
Total comprehensive revenue and expense for the year		(37,981)	(104,136)	305,109
Contribution - Furniture and Equipment Grant		-	-	47,669
Contribution - Te Mana Tūhono		59,801	-	-
<b>Equity at 31 December</b>		2,059,353	1,933,397	2,037,533
Accumulated comprehensive revenue and expense		2,059,353	1,933,397	2,037,533
<b>Equity at 31 December</b>		2,059,353	1,933,397	2,037,533

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.

# Golden Bay High School

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	84,182	142,614	101,871
Accounts Receivable	8	368,475	479,996	479,996
GST Receivable		12,722	26,390	26,390
Prepayments		36,120	18,685	18,685
Investments	9	1,922,845	1,152,779	1,599,086
Funds Receivable for Capital Works Projects	17	1,325	-	-
		2,425,669	1,820,464	2,226,028
<b>Current Liabilities</b>				
Accounts Payable	11	433,607	348,577	348,577
Borrowings	12	-	-	9,337
Revenue Received in Advance	13	61,279	87,852	87,852
Provision for Cyclical Maintenance	14	97,517	9,679	28,729
Finance Lease Liability	15	11,249	16,181	16,181
Funds held in Trust	16	28,414	8,363	8,363
Funds held for Capital Works Projects	17	150,692	-	-
Funds Held on Behalf of the Mohua Kahui Ako Cluster	18	539	639	639
		783,297	471,291	499,678
<b>Working Capital Surplus</b>		1,642,372	1,349,173	1,726,350
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	574,846	627,857	364,719
		574,846	627,857	364,719
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	145,108	42,913	48,816
Finance Lease Liability	15	12,757	720	4,720
		157,865	43,633	53,536
<b>Net Assets</b>		2,059,353	1,933,397	2,037,533
<b>Equity</b>		2,059,353	1,933,397	2,037,533

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

# Golden Bay High School Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,585,719	1,490,405	1,387,001
Locally Raised Funds		207,065	70,143	192,990
International Students		65,653	36,015	59,966
Goods and Services Tax (net)		13,668	-	(9,593)
Payments to Employees		(936,554)	(1,094,506)	(849,506)
Payments to Suppliers		(668,593)	(633,146)	(553,341)
Interest Paid		(2,330)	(3,000)	(2,672)
Interest Received		77,985	80,000	70,045
Net cash from/(to) Operating Activities		342,613	(54,089)	294,890
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		-	-	1,304
Purchase of Property Plant & Equipment		(194,954)	(338,138)	(114,896)
Purchase of Investments		(323,759)	446,307	(866,866)
Net cash (to)/from Investing Activities		(518,713)	108,169	(980,458)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	47,669
Finance Lease Payments		(14,817)	(4,000)	(14,147)
Repayment of Loans		(9,337)	(9,337)	(9,339)
Funds Administered on Behalf of Other Parties		182,565	-	(36,805)
Net cash from/(to) Financing Activities		158,411	(13,337)	(12,622)
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(17,689)</b>	<b>40,743</b>	<b>(698,190)</b>
Cash and cash equivalents at the beginning of the year	7	101,871	101,871	800,061
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>84,182</b>	<b>142,614</b>	<b>101,871</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.

# Golden Bay High School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Golden Bay 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.

##### 1.2. Basis of Preparation

###### **Reporting Period**

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

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

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

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

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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**

A 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 10.

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

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the 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 23b.

##### *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.

### **1.3. 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 to which they relate. 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 to which 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 recognised as 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.

#### **1.4. Operating Lease Payments**

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

#### **1.5. 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.

#### **1.6. 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.

#### **1.7. 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.

#### **1.8. 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 not trivial.

#### **1.9. 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 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	33-50 years
Furniture and Equipment	5-20 years
Information and Communication Technology	3-5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **1.10. 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 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 as 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 the surplus or deficit.

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

### **1.11. 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.

### **1.12. 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, 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.

### **1.13. Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

### **1.14. 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.

### **1.15. 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.

### **1.16. 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.

### **1.17. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

### **1.18. 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 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.

### **1.19. 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**1.20. Budget Figures**

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

**1.21. 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,502,477	1,239,336	1,275,737
Teachers' Salaries Grants	3,120,970	3,000,000	3,206,863
Use of Land and Buildings Grants	1,416,468	881,083	754,394
Other Government Grants	61,516	54,024	80,051
	<b>6,101,431</b>	<b>5,174,443</b>	<b>5,317,045</b>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	99,299	22,410	47,208
Fees for Extra Curricular Activities	92,410	800	51,183
Trading	9,378	15,500	15,496
Fundraising and Community Grants	2,724	-	7,350
Other Revenue	44,809	31,433	30,029
International Student Fees	48,701	36,015	68,662
	<b>297,321</b>	<b>106,158</b>	<b>219,928</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	100,899	21,135	69,772
Trading	21,841	23,000	21,962
International Student - Employee Benefit - Salaries	8,359	7,000	5,936
International Student - Other Expenses	6,913	7,820	11,526
	<b>138,012</b>	<b>58,955</b>	<b>109,196</b>
	<b>159,309</b>	<b>47,203</b>	<b>110,732</b>

Surplus for the year Locally raised funds

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	173,064	200,092	165,978
Information and Communication Technology	16,424	18,100	18,775
Employee Benefits - Salaries	3,786,521	3,484,111	3,540,967
Other Learning Resources	4,070	4,157	2,034
Staff Development	31,015	35,900	18,639
Depreciation	90,568	75,000	82,349
	<b>4,101,662</b>	<b>3,817,360</b>	<b>3,828,742</b>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	14,080	8,531	8,958
Board Fees and Expenses	10,398	13,025	14,995
Legal Fees	2,160	650	650
Other Administration Expenses	32,781	36,796	44,068
Employee Benefits - Salaries	214,710	200,850	190,643
Insurance	10,515	10,149	9,045
Service Providers, Contractors and Consultancy	9,385	10,350	12,431
	<b>294,029</b>	<b>280,351</b>	<b>280,790</b>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	46,204	18,000	19,621
Adjustment to the Provision- Other Adjustments	128,752	-	-
Heat, Light and Water	55,457	60,000	59,303
Rates	6,464	10,500	5,762
Repairs and Maintenance	97,228	52,988	62,966
Use of Land and Buildings	1,416,468	881,083	754,394
Other Property Expenses	55,298	77,500	49,537
Employee Benefits - Salaries	197,132	205,500	181,887
	<u>2,003,003</u>	<u>1,305,571</u>	<u>1,133,470</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. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	84,182	142,614	101,871
Cash and Cash Equivalents for Statement of Cash Flows	<u>84,182</u>	<u>142,614</u>	<u>101,871</u>

Of the \$84,182 Cash and Cash Equivalents and Investments \$1,922,845, \$162,614 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$84,182 Cash and Cash Equivalents, \$13,879 of unspent grant funding is held by the School. This 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.

Of the \$84,182 Cash and Cash Equivalents, \$13,405 of Other Revenue in Advance is held by the School, as disclosed in note 13.

Of the \$84,182 Cash and Cash Equivalents, \$33,995 of International Student Fees in advance is held by the School, as disclosed in note 13.

Of the \$84,182 Cash and Cash Equivalents, \$28,414 of Funds Held in Trust is held by the School, as disclosed in note 16.

Of the \$84,182 Cash and Cash Equivalents, \$539 is held by the School on behalf of the Mohua Kahui Ako cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	480	4,635	4,635
Receivables from the Ministry of Education	25,721	21,268	21,268
Interest Receivable	39,915	9,551	9,551
Banking Staffing Underuse	-	197,045	197,045
Teacher Salaries Grant Receivable	302,359	247,497	247,497
	<u>368,475</u>	<u>479,996</u>	<u>479,996</u>
Receivables from Exchange Transactions	40,395	14,186	14,186
Receivables from Non-Exchange Transactions	328,080	465,810	465,810
	<u>368,475</u>	<u>479,996</u>	<u>479,996</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,922,845	1,152,779	1,599,086
Total Investments	<u>1,922,845</u>	<u>1,152,779</u>	<u>1,599,086</u>



## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	39,541	91,627	-	-	(3,606)	127,562
Furniture and Equipment	215,887	112,380	(3,479)	-	(35,634)	289,154
Information and Communication Technology	49,007	71,689	(1,951)	-	(20,093)	98,652
Motor Vehicles	24,173	4,000	-	-	(9,857)	18,316
Leased Assets	19,803	23,705	-	-	(18,999)	24,509
Library Resources	16,308	3,340	(616)	-	(2,379)	16,653
<b>Balance at 31 December 2024</b>	<b>364,719</b>	<b>306,741</b>	<b>(6,046)</b>	<b>-</b>	<b>(90,568)</b>	<b>574,846</b>

The net carrying value of furniture and equipment held under a finance lease is \$24,509 (2023: \$19,803)

### Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	131,496	(3,934)	127,562	39,867	(326)	39,541
Furniture and Equipment	699,909	(410,755)	289,154	955,831	(739,944)	215,887
Information and Communication Technology	192,021	(93,369)	98,652	173,123	(124,116)	49,007
Motor Vehicles	80,496	(62,180)	18,316	76,496	(52,323)	24,173
Leased Assets	40,772	(16,263)	24,509	71,849	(52,046)	19,803
Library Resources	45,868	(29,215)	16,653	44,197	(27,889)	16,308
<b>Balance at 31 December</b>	<b>1,190,562</b>	<b>(615,716)</b>	<b>574,846</b>	<b>1,361,363</b>	<b>(996,644)</b>	<b>364,719</b>

## 11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	73,624	38,694	38,694
Accruals	21,379	9,693	9,693
Employee Entitlements - Salaries	320,656	285,051	285,051
Employee Entitlements - Leave Accrual	17,948	15,139	15,139
	<b>433,607</b>	<b>348,577</b>	<b>348,577</b>
Payables for Exchange Transactions	433,607	348,577	348,577
	<b>433,607</b>	<b>348,577</b>	<b>348,577</b>

The carrying value of payables approximates their fair value.

## 12. Borrowings

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Due within one year	-	-	9,337
	<b>-</b>	<b>-</b>	<b>9,337</b>

In 2018 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has an annual commitment of \$19,214 in years 2-7 and \$40,000 lump sum in year 1. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	13,879	11,694	11,694
International Student Fees in Advance	33,995	17,043	17,043
Other Revenue in Advance	13,405	59,115	59,115
	<u>61,279</u>	<u>87,852</u>	<u>87,852</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	77,545	77,545	67,800
Increase to the Provision During the Year	46,204	18,000	17,395
Use of the Provision During the Year	(9,876)	(42,953)	(9,876)
Other Adjustments	128,752	-	2,226
Provision at the End of the Year	<u>242,625</u>	<u>52,592</u>	<u>77,545</u>
Cyclical Maintenance - Current	97,517	9,679	28,729
Cyclical Maintenance - Non current	145,108	42,913	48,816
	<u>242,625</u>	<u>52,592</u>	<u>77,545</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work 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 most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

### 15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No later than one year	12,942	17,343	17,343
Later than One Year	13,640	1,062	5,062
Future Finance Charges	(2,576)	(1,504)	(1,504)
	<u>24,006</u>	<u>16,901</u>	<u>20,901</u>
<b>Represented by:</b>			
Finance lease liability - Current	11,249	16,181	16,181
Finance lease liability - Non-current	12,757	720	4,720
	<u>24,006</u>	<u>16,901</u>	<u>20,901</u>

### 16. Funds Held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	28,414	8,363	8,363
	<u>28,414</u>	<u>8,363</u>	<u>8,363</u>

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



## 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.

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
MOE Block K Renovations ( Technology Block ) #248120	-	174,139	(23,447)	-	150,692
MOE LSPM Visual & Sensory #249069	-	-	(1,325)	-	(1,325)
<b>Totals</b>	<b>-</b>	<b>174,139</b>	<b>(24,772)</b>	<b>-</b>	<b>149,367</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	150,692
Funds Receivable from the Ministry of Education	(1,325)

## 18. Funds Held on Behalf of the Mohua Kahui Ako Cluster

Golden Bay High School was the lead school and holds funds on behalf of the Mohua Kahui Ako cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	639	639	22,647
Funds Received from Cluster Members	20,000	-	25,000
Funds Spent on Behalf of the Cluster	(20,100)	-	(47,008)
<b>Funds Held at Year End</b>	<b>539</b>	<b>639</b>	<b>639</b>

## 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, Principal, Deputy Principal, and Associate Principal.

	2024 Actual	2023 Actual
	\$	\$
<b>Board Members</b>		
Remuneration	3,075	3,625
<b>Leadership Team</b>		
Remuneration	439,822	582,600
Full-time equivalent members	3.00	4.00
<b>Total key management personnel remuneration</b>	<b>442,897</b>	<b>586,225</b>

There are eight members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance (two members) that meet seven times a year. The Presiding member meets regularly for Property meetings as the school is undergoing a major rebuild. Other Board members are sometimes included in these regular Property meetings. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	180 - 190
Benefits and Other Emoluments	4 - 5	0 - 0
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	9.00
110 - 120	8.00	5.00
120 - 130	3.00	3.00
130 - 140	1.00	-
140 - 150	-	1.00
	<u>17.00</u>	<u>18.00</u>

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$ -	\$ -
Number of People	-	-

## 22. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$1,823,416 (2023:\$nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
MOE Block K Renovations ( Technology Block ) #248120	\$ 1,717,935
MOE LSPM Visual & Sensory #249069	105,481
<b>Total</b>	<b>1,823,416</b>

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

### (b) Operating Commitments

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

(Operating commitments at 31 December 2023: 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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	84,182	142,614	101,871
Receivables	368,475	479,996	479,996
Investments - Term Deposits	1,922,845	1,152,779	1,599,086
Total Financial assets measured at amortised cost	<u>2,375,502</u>	<u>1,775,389</u>	<u>2,180,953</u>

### Financial liabilities measured at amortised cost

Payables	433,607	348,577	348,577
Borrowings - Loans	-	-	9,337
Finance Leases	24,006	16,901	20,901
Total Financial liabilities measured at amortised Cost	<u>457,613</u>	<u>365,478</u>	<u>378,815</u>

## 25. Events After Balance Date

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

## 26. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF GOLDEN BAY HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Golden Bay High School (the School). The Auditor-General has appointed me, Cameron Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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

The Board's responsibilities 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, 2, 24 to 35, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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

*Cameron Town*

Cameron Town  
Silks Audit Chartered Accountants Limited  
On behalf of the Auditor-General  
Whanganui, New Zealand

## Kiwisport funding - 2024

Kiwisport is a government funding initiative to support students' participation in organised sport.

During 2024, Te Waka Kura o Mohua | Golden Bay High School received total funding of \$7,479.29 (excluding GST).

The funding was spent on a Kiwisport Co-ordinator to increase the range and variety of sporting activities available for all students from Year 7-13.

The number of students that participated in organised sport was 311.

## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Health and Safety Policy Health and Safety Committee that meets regularly</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Feedback from staff about their needs  Survey</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Follow an appointment policy</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>It is one of the 4 key areas of strategic priority  We have employed a kairahi i te reo to support the development and preservation of te reo Maori, tikanga and matauranga within our school  We are actively working to strengthen and deepen the partnership with Manawhenua ki Mohua</i>
How have you enhanced the abilities of individual employees?	<i>Professional learning and development including some staff coaching</i>
How are you recognising the employment requirements of women?	<i>Seeking feedback about their needs and responding</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Identifying and responding accordingly</i>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?		✓

# Statement of variance: progress against targets

## Strategic Priority 1

### Grow student and staff wellbeing

2024 measures:

Students:

- The school wide student and staff wellbeing plan continues to be implemented
- Informal feedback from students and whanau reflect:
  - A safe, enjoyable and challenging learning environment
  - Feeling valued and a sense of belonging
  - Feeling listened to and part of decision making

Staff:

- Feedback from anonymous surveys reflect:
  - A safe, enjoyable and challenging workplace
  - Feeling valued and a sense of belonging
  - Feeling listened to and part of decision making

2024 and 2025 Indicators:

Positive feedback and trends from informal and formal data.

Outcomes:

Increased awareness of wellbeing across all levels.

Students

- Wellbeing@School survey from NZCER was conducted with all students in term 4. Results show that while the feedback is positive in many categories, further work is required to ensure a learning environment that is caring, collaborative and respectful for all students.
- Trends from Wellbeing@School show a decline in wellbeing for many criteria since 2018 when this data was first collected.
- Informal student feedback from a variety of sources that they appreciated the significant increase in student activities organised by the Student Executive.
- Student wellbeing significantly impacted by a series of traumatic events within the school community.

Staff

- Survey results from Wellbeing@School and Teaching, School and Principal Leadership Practices survey positive overall.
- Staff wellbeing significantly impacted by a series of traumatic events within the school community.
- Staff continue to actively participate in shared morning teas, social events and acknowledge colleagues using You Rock.

Evaluation:

- Targets partially met

Next Steps:

- Increase the regularity and range of contexts within which student voice is collected and used.
- Wellbeing is a continued and ongoing focus in 2025
- Further develop and implement school wide wellbeing plan using 'The Educators' Guide to Whole School Wellbeing' as a central resource.
- Ongoing focus on genuine and thorough consultation where appropriate.

## Strategic Priority 2

### **Challenge and support every learner with high quality, future focussed teaching & learning**

#### 2024 Measures:

- Achievement targets :
  - Junior Numeracy and Literacy - new more reliable measures determined
  - 93% of Level 1 NCEA students achieve literacy and numeracy co-requisite
  - NCEA Level 1, 2 and 3 and UE are above equity index band average
  - 90% of leavers have achieved Level 2 NCEA
  - Evidence of the further upwards trend in the percentage of students participating in NCEA at each level gaining endorsements
- Evidence of appropriate programmes and progress for students with learning support needs.
- Student attendance is monitored and interventions put in place.
- Evidence of a trend of improving attendance.
- Revised NCEA Level 1 and 2 implemented.
- Local curriculum reviewed and enhanced in line with Curriculum Refresh requirements.

#### 2024 and 2025 Indicators:

- Student achievement is on an upward trend
- Evidence of increased student engagement

#### Outcomes:

- Progressive Achievement Tests have been utilised to measure progress and achievement in numeracy, literacy and science for students in years 7 to 10.
- 96.3% of Level 1 students achieved numeracy and 94.4% literacy
- NCEA Level 1 and UE results are well above the equity index band average. Level 2 and 3 are comparable to equity index band average.
- Endorsement rates with Merit are higher than comparable schools at Level 1 and 3.
- Endorsement rates with Excellence are lower than comparable schools for Level 1 and 2 results.
- School leaver qualification data shows that highest attainment for 2024 School Leavers was:
  - University Entrance - 57% of leavers
  - NCEA Level 3 - 2% of leavers
  - NCEA Level 2 - 28% of leavers
  - NCEA Level 1 - 11% of leavers
  - Below Level 1 - 2% of leavers
- 87% of school leavers have attained NCEA Level 2.
- A variety of programmes have been provided for students with learning support needs. They show varied impacts on progress.
- Proportion of students with regular attendance (90% and above) was Term 1 - 57%, Term 2 - 54%, Term 3 - 35%, Term 4 - 40%.
- Revised NCEA Level 1 has been implemented.
- Revised NCEA Level 2 has not been progressed as the timeframe was pushed out to 2028 by NZQA.
- Preparation for the refreshed curriculum is on track.
- Curriculum review of our local curriculum is planned for term 1 2025.

#### Evaluation:

- PAT data has been collected and data is stored in an accessible digital location. The target has been met.
- Numeracy and Literacy co-requisite achievement both exceed target.
- UE and NCEA Level 1 targets are met and significantly exceeded.
- NCEA Level 3 target is met.
- NCEA Level 2 target has fallen just short of achievement.
- Endorsement results are variable. Overall, targets are partially met with some upward trends offset by some downward trends and neutral outcomes.
- The target for programmes and progress for students with learning support needs is partially met.
- Attendance has been closely monitored with some interventions in place. Attendance patterns show no clear improvement evident across 2024. Further work is required to ensure fidelity of data. The target has not been met.
- Revised NCEA implementation is on track. The target has been met.
- Local curriculum review is planned and curriculum refresh planning is on track. The target is partially met.

#### Next Steps:

- Ensure junior literacy and numeracy data is readily available, understood, disaggregated and utilised to inform planning and monitor progress and achievement.
- Support students for whom the Common Assessment Activities in literacy and numeracy are a potential barrier to attaining an NCEA qualification.
- Develop an Attendance Management Plan incorporating the Stepped Attendance Response.
- Complete curriculum review and plan a way to unpack and respond to the recommendations.
- Staff Professional Learning & Development focused on creating an Effective Teaching Profile.

### Strategic Priority 3

#### **Maori students enjoy accelerated educational success as Maori**

##### 2024 Measures:

- Positive feedback from students and whanau using a variety of formal and informal measures.
- Evidence of increased engagement with iwi and whanau.
- Evidence of increase and improvement in Te Reo and tikanga around school.
- Each Maori student's progress and achievement is monitored and tracked, and interventions successfully put in place.
- Local Manawhenua ki Mohua curriculum is progressively installed.
- Progress of de-streaming continues.

##### 2024 and 2025 Indicators:

- Maori students engaged and achieving as well as or better than non-Maori students
- Staff confident in the use of reo and tikanga
- Maori values embedded

##### Outcomes:

- Significant engagement continued with Manawhenua over the building project and cultural narrative.
- Te Whakapapa o Mohua project completed.
- Tracking in place, interventions undertaken with mixed success.

##### Evaluation:

- Engagement with Manawhenua ki Mohua ongoing with relationships developing.
- Maori student achievement and progress is sound.
- Kapa haka and bilingual class operating.
- Staff using a broader range of waiata and karakia.
- Whanau hui and Matariki hau tapu were great successes.

##### Next steps:

- Implement a process for evaluating teachers' present use of culturally sustaining teaching practices.
- Continue to grow and deepen the relationship with Manawhenua ki Mohua.
- Use Poutama Reo for the continuing development of staff capacity in te reo and tikanga Maori.
- Complete Te Whakapapa o Mohua and publish.
- Implementation of Manawhenua ki Mohua local curriculum as part of curriculum refresh and embedded within response to curriculum review.

## Strategic Priority 4

### Governance enhanced through

- Develop a ten year strategy and three year strategic plan
- Strengthening internal evaluation
- Aligning vision, values, motto, graduate profile and logo with Manawhenua aspirations
- Property Development programme progressing

### 2024 Measures:

- Ten year strategy finalised.
- Three year strategy plan developed.
- Vision, values, motto and logo implemented.
- Property programme progressing to satisfaction of Board.

### 2024 and 2025 Indicators:

- Values, motto, vision, and graduate profile evident in school culture.
- Governance and management use knowledge of effectiveness of programmes in planning.

### Outcomes:

- Ten Year strategy developed and unpacked.
- Internal evaluation processes strengthened including adoption of SchoolDocs.
- New logo and branding launched and increasingly visible.
- B block refurbishment completed including performing arts hub. Buildings blessed and in use.

### Evaluation:

- Outcomes and measures have been largely met.

### Next Steps:

- Consult community regarding strategic plan for 2026 - 2028.

## Evaluation and analysis of the school's students' progress and achievement

### National Certificate of Educational Achievement - NCEA

NCEA Level 1 achievement rates are well above comparable schools and national statistics  
 NCEA Level 2 achievement rates are similar to comparable schools and national statistics  
 NCEA Level 3 achievement rates are similar to comparable schools and national statistics  
 University Entrance (UE) achievement rates are well above comparable schools and national statistics

	Golden Bay High School (%)	National (%)	Comparable Schools (same Equity Index Band) (%)
NCEA Level 1	81.5	45.9	52.8
NCEA Level 2	75.5	73.6	80.0
NCEA Level 3	76.5	69.4	76.0
University Entrance (UE)	76.5	50.6	57.4

### NCEA Endorsements

NCEA endorsement levels can be seen in the table below

	Endorsement	Golden Bay High School (%)	National (%)	Comparable Schools (same Equity Index Band) (%)
NCEA Level 1	Merit	45.5	28.2	31.5
	Excellence	4.5	11.2	11.0
NCEA Level 2	Merit	13.5	24.5	25.8
	Excellence	5.4	15.5	14.1
NCEA Level 3	Merit	30.8	25.7	26.2
	Excellence	15.4	14.1	12.8

Small numbers of students mean that data relating to achievement categorised by ethnicity has not been included to protect privacy.

## Literacy & Numeracy

Achievement of NCEA Literacy and Numeracy at Golden Bay High School is high. This can be seen in the table below.

	Year Level	Golden Bay High School (%)	National (%)	Comparable Schools (same Equity Index Band) (%)
Level 1 Literacy	Year 11	94.4	76.6	84.4
	Year 12	98.0	89.1	93.5
	Year 13	97.1	92.2	96.5
Level 1 Numeracy	Year 11	96.3	74.8	81.6
	Year 12	98.0	89.1	93.7
	Year 13	97.1	92.2	96.4

### Progress across the national curriculum - Year 7-10

Progress across the national curricula is sound in all learning areas based on curriculum level reporting. A high proportion of students were achieving below expected levels at the start of the year. With good progress, many of these students have moved forward in their learning. A number are however still below expected levels at the end of year.

Progress in literacy and numeracy has been good based on standardised assessment data, primarily Progressive Achievement Tests (PAT). A high proportion of students were achieving below expected levels at the start of the year. With sound progress, many of these students have moved forward in their learning. Many are however still below expected levels of achievement at the end of year. This progress is a positive reflection on the impact of specific interventions that have been implemented to support learning in these key areas. In particular, structured literacy and structured numeracy approaches in targeted time slots have been effective in supporting progress in these foundational areas of learning, as shown through the high pass rates of the NCEA co-requisite assessments in reading, writing and maths.

Given that literacy and numeracy underpin progress across the curriculum, this is an ongoing area of priority and focus going forward.

An increasing awareness of how to identify and meet the needs of gifted and talented learners was progressed. This is an area for further evaluation of progress.

Sound processes are in place for identifying, recording and utilising information about students with specific learning disabilities to support progress. Teachers are increasingly meeting the learning needs of these students as reflected in the progress and achievement data outlined above. This is an area for ongoing focus and development.

Small student numbers mean that analysis of relative achievement by ethnic group is tracked on a student by student case study basis. There is no trend that causes concern in this area.

## How we have given effect to Te Tiriti o Waitangi

- The partnership between the school and mana whenua continues to grow, strengthen and deepen. A robust consultation process has been set up where all key decisions consider the perspective of Manawhenua ki Mohua. This process is based on our kahui ako across school lead teacher taking information to Manawhenua ki Mohua for consideration and bringing decisions and perspectives back to the school.
- Manawhenua ki Mohua have a co-opted member on the school board. This board member plays a key role in governance level consultation between the school board and mana whenua.
- Manawhenua ki Mohua gifted the name Te Waka Kura o Mohua in 2023. This name is in regular use and central to the rebranding that the school is undertaking. The imagery for the rebranding that was launched on 2024 has been in consultation with mana whenua and has their blessing.
- The partnership with Manawhenua ki Mohua is fundamentally and deeply reflected in the school rebuild. The symbolism, imagery and naming are all interconnected, meaningful, tied to the cultural narrative of Mohua and the place based aspects of our local curriculum. In particular:
  - New blocks are named Tokomaru and Tainui - these are the ancestral waka of the three iwi that make up Te Waka Kura o Mohua. Te Atiawa and Ngati Tama (Tokomaru) and Ngati Rarua (Tainui).
  - The kowhaiwhai patterns embedded throughout the new buildings relate to each of the three iwi of Manawhenua ki Mohua.
  - The artworks of Robin Slow give a visual representation of the cultural narrative.
  - The sections of the Tainui building, Honu and Tohora also link to this narrative.
  - The waharoa, mauri stone, touch stone and whare are located at the entrance to the school.
  - The blessing of the newly refurbished B block at dawn was a beautiful event that illustrated the partnership in practice.
- A teacher only day with Kahui Ako ki Mohua to Te Waikoropupu supported teachers to understand more about the history and narrative of Mohua.
- Powhiri to welcome new educators at Onetahua Marae at the start of the year and mihi whakatau for new students and visitors during the year.
- Resources including a website and folders of resources have been created to support the learning of akonga. These are known as the Manawhenua ki Mohua local curriculum which is central to increasing the prominence and understanding of matauranga Maori.
- Staff capability in waiata, karakia, te reo Maori and knowledge of tikanga and te ao Maori continues to grow and embed in the day to day operations of the kura.
- Opportunity for student learning in te reo Maori has been provided through Te Reo Maori and the provision of a bilingual class at years 7 & 8. Students are able to learn and perform kapa haka.
- Whanau Maori hui organised and run with a great turnout to discuss aspirations and direction for akonga Maori.

- Matariki hau tapu to celebrate the new year was conducted at school and very well attended.
- Staff professional development has been focussed on culturally responsive practices and relational practices through Poutama Pounamu. This work is intended to strengthen the teaching practices that research shows work for our Maori students and that benefit all students.
- Opportunity for staff to take lessons in te reo Maori at school.