



# **Annual Report 2025**

**Te Otu Mātua HRC Halswell Residential College (522)**

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## **Tumuaki report**

Manaaki whenua, manaaki tangata, haere whakamua.

The year began with a focus on consistency and stability as we were in the process of employing a new tumuaki. Our residential associate principal was acting tumuaki until the start of term four.

The Three Pillars of Trauma Informed Care and The Purposeful Use of Daily Life Events (DLE) provides a framework for kaiako to support ākonga into seeing themselves as learners and maximising their learning opportunities. One of the main focuses in 2025 was to continue to make sure this is embedded across the kura. Some of the ways this was achieved was by including learning stories and reflection in all our different weekly team meetings. In addition to this we received termly supervision.

Ongoing challenges to the enrolment process have seen a reduction in our roll. This is a collective focus for the residential associate principal and leadership team who are working collaboratively with the Ministry of Education to develop more efficient systems to streamline this process. By the end of 2025 we had seen an increase in applications which resulted in a significant roll increase for the start of 2026.

We continue to deliver an effective time-limited intervention for neurodiverse and/or intellectually impaired ākonga with complex needs. The robust pre- and post-intervention assessment data along with testing during the intervention helps in improving ākonga outcomes through better targeted teaching. A future focus will be to balance the needs of the new literacy and numeracy curriculum changes and assessment with the individual needs of our ākonga.

We give effect to Te Tiriti by it being part of who we are and our daily practice. This was a strategic annual goal that has now been deeply incorporated into what we do day-to-day, week-to-week, with the ongoing guidance from Te Tao Kokiri, our Māori caucus. Some of the ways we do this is through targeted professional development, inclusion of mana whenua around decision making, and weekly engagement in activities that are purposeful and meaningful for our ākonga and kaiako in the way they learn, engage, and reflect on its relevance to Te Tiriti.

For 2026, we are working with our commissioner to review our strategic vision and focus to ensure we deepen our understanding of our vision, purpose, culture and effective practice. This will be reflected within our new strategic long-term plan, professional development, appraisals, and weekly reflective practice across our kura.

## **Board of Trustees Members**

In March 2025, Dr Gabrielle Wall, D & G Consulting, was appointed by the Ministry of Education as Limited Statutory Manager at HRC to carry out the functions of the board in the areas of employment, curriculum management, and establishing policy.

Dr Wall was appointed as Commissioner of HRC in May 2025, with a view to rebuild a governance board for the kura in 2026.

## Statement of variance: progress against targets

<b>Annual Target/Goal</b>	<b>Strategic Goal 1: A tailored curriculum.</b>			
Weave Te Matāiaho, the HRC curriculum, and All About Me together, and train kaiako.				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?            What impact did our actions have?</i>	<b>Evidence</b> <i>The sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.            Consider if these need to be included in your next annual implementation plan.</i>
The new national literacy curriculum is included in the HRC curriculum.	The HRC curriculum includes the literacy curriculum changes.	Our new revised curriculum documentation was completed Term 3 to incorporate Te Matāiaho Literacy.	N/A	Further training is planned in 2026 to support teachers to understand and apply the new changes in their planning and teaching delivery.  Consideration will be made to incorporate this theme into ongoing updates.
The new national numeracy curriculum is included in the HRC curriculum.	The HRC curriculum includes the mathematics and statistics curriculum (formerly labelled numeracy) changes.	Our new revised curriculum documentation was completed Term 3 to incorporate Te Matāiaho Literacy.	The team participated in days 1 and 2 of the Mathematics and Statistics Curriculum PLD in 2025.	Days 3 and 4 of the Mathematics and Statistics Curriculum PLD will be completed by the end of Term 1 2026.
New reading, writing, and maths testing requirements for Years 3-8 ākonga are implemented twice a year.	We delayed twice yearly testing as it was not a requirement in 2025.  We met with MoE representatives to discuss our assessment situation given our bespoke intervention.  Initial PAT testing in reading comprehension and mathematics, where applicable, was completed for new enrolments during 2025 with our plan to assess ngā ākonga when they transition out of the intervention.  NZCER is currently developing writing assessments for students below Year 4 achievement in this area.	PAT assessments in reading comprehension and mathematics were administered for new enrolments where practicable.	Our intervention is highly individualised and not practical for some new enrolments (i.e. some of our ākonga are pre-emergent readers, some do not have number knowledge yet.)  As none of our new enrolments exited the intervention in 2025, we did not administer second assessments for these ākonga.	In discussion with NZCER, we felt that given the nature of the intervention with staggered intakes and exits, and tenures of varying length, we adapted our use of PAT assessment so that we could capture achievement pre- and post-enrolment.  We plan to use PAT assessments with ākonga who leave us in 2026, as well as to continue to assess new enrolments in 2026.

<b>Annual Target/Goal</b>	<b>Strategic Goal 2: Highly effective ways of teaching and interacting.</b>			
Implement the intentional approaches of a therapeutic milieu and the Common Practice Model.				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?  What impact did our actions have?</i>	<b>Evidence</b> <i>The sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.  Consider if these need to be included in your next annual implementation plan.</i>
Kaiako complete training in the literacy curriculum.	Two teachers and two teacher assistants received additional BSLA PLD as revised for specialist schools.  The BSLA and BSLA Specialist training focuses on Phase 1 Literacy. Some of our cohort can achieve at Phase 2, and we will investigate PLD for this group. Developing competency is ongoing.	Our annual learning and progress data show improved outcomes for ngā ākonga who have left the intervention.  Note that these are small samples.	N/A	Kaiako will receive further literacy PLD in 2026 targeted for ngā ākonga who are achieving at Phase 2.
Kaiako complete training in the numeracy curriculum.	The team completed two days of MoE funded PLD for Te Mātaiaho Mathematics and Statistics during 2025 and are scheduled to complete days 3 and 4 in Jan – Feb 2026.  Developing competency is ongoing.	Our annual learning and progress data show improved outcomes for ngā ākonga who have left the intervention.  Note that these are small samples.	N/A	Kaiako to complete Mathematics and Statistic PLD in 2026.
BSLA is embedded.	Almost achieved.  Some ākonga who have recently started their HRC intervention need more time to be ready to learn in the classroom and are still reluctant to engage in the reading programme.	Reflective conversations during teacher meetings.  Informal feedback.  While emergent readers have found the BSLA phonics positive; it was too prescriptive and rigid for our cohort of reluctant learners.	As our programme is individualised, we aim to meet ngā ākonga where they are at, and the time it takes for readiness varies with each ākonga.  In our context, because BSLA is a structured literacy programme, it follows a scope and sequence that is prescriptive and almost scripted. For our reluctant learners, this can cause further reluctance to engage due to the inflexibility of the approach.	Continue to develop kaiako consistency in maintaining a therapeutic milieu through intentionally working with ngā ākonga in a relational and trauma-informed manner.

<b>Annual Target/Goal</b>	<b>Strategic Goal 3: Strong relationships with tangata whenua.</b>			
Develop new relationships with mana whenua to enhance the outcomes of ākongā.				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?          What impact did our actions have?</i>	<b>Evidence</b> <i>The sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.          Consider if these need to be included in your next annual implementation plan.</i>
We undertake at least one taonga (gift) project for mana whenua.	HRC has offered to undertake a project for mana whenua at Te Taumutu Rūnanga, however, they are not able to accept this year and look forward to this happening in 2026.	Invitations sent.	Due to changes in personal at Taumutu the project this year was unable to proceed, however, both parties are looking forward to undertaking this in 2026.	Invitation will again be sent out in 2026.
Mana whenua is invited to at least one hāngī.	Invitations were sent to attend our Matariki hāngī (June 19). Unfortunately, they were unable to attend.  Cultural supervision from a former board member whose whakapapa is back to Taumutu has commenced in Term 3 for a residential kaiako who is a member of Te Tao Kokiri. This also supports stronger relationships with mana whenua.	Invitations were sent.  Supervision extended.	Cultural supervision will be extended to Whare Tauawa manager to support stronger relationships with mana whenua.	Invitations will again be sent out in 2026 for hangi along with consultation/ invitations to major mihi whakatau or powhiri.  Cultural supervision extended to Whare Tauawa Manager.
Ākongā participate in a noho marae.	Ākongā have attended Rehua Marae with HRC kaiako to support another specialist school. A noho marae was held in Term 4.	RAMS form signed off so ākongā from Whare Tauawa and one from Whare Huritini attended on 22 & 23 November.	There were difficulties getting a confirmed booking for a local marae so a marae-style noho was held at the Wai-Ora Trust whareniui.	Continue with this goal as we will have new ākongā that will benefit from this experience.

<b>Annual Target/Goal</b>	<b>Strategic Goal 4: Evaluative Research.</b>			
	Research conducted to measure RSS effectiveness. RSS to have an evaluative document providing information on our effectiveness.			
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?          What impact did our actions have?</i>	<b>Evidence</b> <i>The sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.          Consider if these need to be included in your next annual implementation plan.</i>
Research question and proposal approved by board and tangata whenua with particular attention to the needs of Māori and Pasifika ākongā.	This was postponed by the Board in 2024. It is no longer relevant as we transition from a combined board to a commissioner to a new board in 2026.			
Approach Salisbury School (SS) to gauge interest in participation.	This was postponed by the Board in 2024. It is no longer relevant as we transition from a combined board to a commissioner to a new board in 2026.			
Researcher contracted and approved by board.	This was postponed by the Board in 2024. It is no longer relevant as we transition from a combined board to a commissioner to a new board in 2026.			
Data collection process supported.	This was postponed by the Board in 2024. It is no longer relevant as we transition from a combined board to a commissioner to a new board in 2026.			
Draft document presented to board for consideration.	This was postponed by the Board in 2024. It is no longer relevant as we transition from a combined board to a commissioner to a new board in 2026.			
Document finalised and shared with appropriate stakeholder and used to steer strategic planning.	This was postponed by the Board in 2024. It is no longer relevant as we transition from a combined board to a commissioner to a new board in 2026.			

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

In 2025, our ākongā achievement targets were:

1. **Literacy**  
Ngā ākongā who have completed their bespoke intervention in 2025 will show at least a six-month improvement in reading age.
2. **Sub-steps in the NumPA**  
Ngā ākongā who have completed their bespoke intervention in 2025 will gain at least 3 knowledge sub-steps and 1 strategy sub-step.
3. **Māori and Pasifika Achievement**  
Māori and Pasifika who have completed their bespoke intervention in 2025, will achieve gains in literacy and numeracy that are at least equal to those made by their non-Māori and non-Pasifika peers.
4. **Wristband Achievement**  
Ngā ākongā who have completed their bespoke intervention in 2025 will achieve at least 3 wristbands which represent successfully completing 9 goals.
5. **All About Me Goal Achievement**  
Ngā ākongā who have completed their bespoke intervention in 2025 will have had their All About Me programme goal achievement monitored at 6 – 8-weekly intervals.
6. **Pier Harris 3**  
Ngā ākongā who have completed their bespoke intervention will improve in their self-concept as assessed using Piers Harris 3.
7. **Brief 2:**  
Ngā ākongā who have completed their bespoke intervention in 2025 will improve in at least one aspect of executive functioning as measured using Brief 2 assessment.

## **Note:**

The samples include ākongā who were at HRC for at least 3 months.

The small sample sizes compromise meaningful data analysis. Uncontrolled variables include tenure length, attendance, differing processing abilities and diverse emotional behavioural presentations. This diversity does not 'average out' when the sample is small.

<b>Halswell Residential College Focus: Student Achievement</b>			
<b>Aim: 1. Literacy</b>			
<b>Annual Target:</b> Ngā ākongā who have completed their bespoke intervention in 2025 will show at least a six-month improvement in reading age.			
<b>Baseline data:</b> No baseline data. Targets have been reframed for analysis of ngā ākongā who have completed their bespoke intervention in 2025.			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Ngā ākongā need to be ready to learn before learning can take place. A focus of the intervention is around supporting social and emotional regulation across the contexts of the college.</p> <p>Literacy is promoted daily and integrated across subject areas.</p> <p>Teachers are trained in BSLA which is particularly useful for our pre-emergent and emergent readers.</p> <p>PAT assessments in reading comprehension were taken pre-enrolment for ngā ākongā who enrolled in 2025. These ākongā will have post enrolment data taken when they leave the intervention.</p> <p>Running records are taken each term and/or as and when indicated.</p>	<p>N = 4</p> <p>There were seven leavers in 2025.</p> <p>The sample excludes one ākongā who was a pre-emergent reader and was working on sounds and sight words and two ākongā for whom data was unavailable as their tenures were less than 3 months.</p> <p>The total gain in reading age across the group was 11.5 years for an average gain of 2.8 years.</p>	<p>All 4 reached the target.</p>	<p>2025 has been a transition year and we do not have PAT assessments for leavers in 2025 as most ākongā were enrolled in 2024.</p> <p>We will continue to run both running records and PAT assessments in reading comprehension to inform teaching and learning.</p>
<p><b>Planning for next year:</b></p> <p>Capture ākongā achievement pre- and post-enrolment, using running records and PAT assessments for new enrolments in 2026. Use phonics assessments for ākongā who are pre-emergent and emergent readers.</p>			

**Halswell Residential College Focus: Student Achievement**

**Aim 2: Sub-steps in NumPA**

**Annual Target:** Ngā ākonga who have completed their bespoke intervention in 2025 will gain at least 3 knowledge sub-steps and 1 strategy sub-step.

**Baseline data:** No baseline data. Targets have been reframed for analysis of ngā ākonga who have completed their bespoke intervention in 2025.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>An essential aspect of the classroom programme is to support ākonga to be ready to learn.</p> <p>Mathematics is promoted daily and integrated with other subjects.</p> <p>Teachers were trained in the use of Numicon to support learning in mathematics.</p> <p>Ākonga have individualised mathematics programmes that include learning in functional mathematics as well as achievement of numeracy sub-steps.</p> <p>PAT assessments in mathematics were administered to ngā ākonga who enrolled in 2025.</p>	<p>N = 5</p> <p>There were seven leavers in 2025.</p> <p>The sample excludes two ākonga for whom no post assessment data was available as their tenures were less than 3 months.</p> <p>Five ākonga gained a total of 32 knowledge sub-steps for an average gain of six sub-steps in the knowledge domain.</p> <p>The same group gained a total of 14 strategy sub-steps for an average gain of three sub-steps.</p> <p>Four ākonga met the target across both domains.</p> <p>One ākonga met the target in strategy and achieved two knowledge sub-steps.</p>	<p>Ngā ākonga who are enrolled in the intervention present with complex needs.</p> <p>The time required for developing readiness to learn varies for each ākonga.</p> <p>One ākonga tenure was just on 9 months, and he needed a significant amount of time to settle in. However, as he settled, we began to see improvements. In class he had more opportunities for strategy learning that was ‘activity based’ which suited his learning style.</p>	<p>2025 was a transition year in the development of our All About Me (AAM) programme and we continued to use the NumPa sub-steps as a measure of achievement and will do so going forward into 2026. This is a finer-grained assessment that is suitable for many of our ākonga.</p> <p>PAT assessments in mathematics will be used for all new enrolments in 2026.</p> <p>As we gather post-data from PAT assessments, we may discontinue using sub-steps assessment in the AAM programme and develop a target that includes scale score comparisons pre- and post-intervention. The timing for this will depend on having pre- and post-PAT data for the entire cohort so we have an idea of usefulness of PAT.</p>

**Planning for next year:** Capture ākonga achievement pre- and post-enrolment using PAT assessments in mathematics for all ākonga in 2026. Continue with NumPA sub-steps until we have a sense of how to frame a target around PAT mathematics and statistics assessments.

**Halswell Residential College Focus: Student Achievement**

**Aim 3: Māori and Pasifika Achievement**

**Annual Target:** Māori and Pasifika ākonga who have completed their bespoke intervention in 2025 will achieve gains in literacy and numeracy that are at least equal to those made by their non-Māori and non-Pasifika peers.

**Baseline data:** No baseline data as 2024 targets were reframed during the transition to the AAM curriculum.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Māori ākonga are supported in our residential-tikanga based whare to take pride in their cultural identity.</p> <p>Whanaungatanga and an emphasis on social emotional regulation is foundational to all teaching and learning.</p>	<p>N = 2</p> <p><b>Literacy</b></p> <p>The sample includes two Māori and zero Pasifika ākonga. Both surpassed the literacy target.</p> <p>One ākonga had a reading gain of 1.5 y over a 7-month tenure.</p> <p>One ākonga had a reading gain of 2.5 y over an 8-month tenure.</p> <p><b>Numeracy</b></p> <p>Both surpassed the numeracy target across the knowledge and strategy domains.</p> <p>One ākonga achieved 7 knowledge and 4 strategy sub-steps.</p> <p>One ākonga achieved 13 knowledge and 2 strategy sub-steps.</p>	<p>It is pleasing to see our Māori ākonga achieving in the classroom.</p> <p>Reasons may include the small class sizes that provide more opportunity for 1:1 support, as well as the 24/7 intervention that supports Māori ākonga to take pride in their cultural identity.</p> <p>However, the data simply reflect individual progress and without a larger sample, it is not advisable to make inferences regarding trends.</p>	<p>Continue to support Māori and non-Māori ākonga to take pride in their identity and to respect cultural differences.</p>

**Planning for next year:**

Tauawa, our Māori immersion whare, will have a strategic review in 2026. Te Tao Kokiri have an increasing role in decision making around our kura direction and initiatives next year.

**Halswell Residential College Focus: Student Achievement**

**Aim 4: Wristband Achievement**

**Annual Target:** Ngā ākonga who have completed their bespoke intervention in 2025 will achieve at least 3 wristbands which represent successfully completing 9 goals.

**Baseline data:** No baseline data as 2024 targets were reframed during the transition to the AAM curriculum.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>All ākonga were on the AAM curriculum in 2025. As the year progressed the AAM process was slightly revised. Wristband achievement data was initially drawn from ngā whare and later in the year also included day school data.</p> <p>Ngā ākonga who work through their AAM goal achievement can earn up to 8 wristbands which serve as a visual reinforcement of their learning.</p> <p>When a wristband is achieved, te ākonga, their IEPC and teacher are invited to meet with the tumuaki for a celebration of learning.</p>	<p>N=5</p> <p>Five ākonga gained 15 wristbands for an average of three bands.</p> <p>Four ākonga met the target.</p> <p>One ākonga earned one wristband.</p>	<p>Most of the work on wristband goals for one ākonga who did not reach the target was completed in the residential programme.</p> <p>This ākonga was local and spent his weekends at home so had fewer opportunities to work towards his wristband achievement. He did well to achieve one band.</p>	<p>Achieving wristbands will continue to mark achievement in the AAM process as most ākonga are keen to earn the next colour and to collect the full set of eight wristbands.</p> <p>We will continue to capture data across both whare and day school settings.</p>

**Planning for next year:**

Capture pre- and post-intervention data from whare and day school settings for wristband achievement.

**Halswell Residential College Focus: Student Achievement**

**Aim 5: All About Me Goal Achievement**

**Annual Target:** Ngā ākonga who have completed their bespoke intervention in 2025 will have had their All About Me (AAM) programme goal achievement monitored and updated on a live document by both teacher and IEPC. A snapshot is taken at 6-8 weekly intervals to show progression.

**Baseline data:** No baseline data as 2024 targets were reframed during the transition to the AAM curriculum.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>After 6 weeks of te ākonga starting, the first ‘progress measure’ is completed by the teacher and IEPC.</p> <p>The first AAM goals are established and shared with the wider team: whānau, referrer and ākonga. Three goals are long-term goals and two are short-term goals (which can be achieved within 6-12 weeks). There is also a literacy and numeracy goal.</p> <p>When ngā ākonga have achieved three goals they receive a wristband. Before each AAM meeting, goals are revised and updated using the progress measure ‘live’ document and AAM document. A snapshot of the progress measures is added to their file to show progression.</p> <p>At the end of ngā ākonga enrolment goals are celebrated at the last AAM. Each ākonga receives a profile folder and photos from their achievements.</p>	<p>N = 7</p> <p>There were seven leavers in 2025.</p> <p>Two ākonga goals were set but they left shortly after goals were established.</p> <p>Two ākonga achieved their white (3 goals) wristband.</p> <p>Two ākonga achieved their yellow (6 goals) wristband.</p> <p>One ākonga achieved their green (12 goals) wristband.</p>	<p>Some ākonga were here longer than others which gave more opportunity to achieve more goals. The goals for some of the ākonga were harder to achieve, therefore, took longer.</p> <p>One ākonga had some time at home during the term.</p>	<p>To continue to use the progress measures to set relevant goals for each ākonga. Having two shorter goals helps ākonga achieve faster which helps with positive self-esteem. Having a leaving profile folder is something the ākonga can keep and reflect on their achievements.</p>

**Planning for next year:**

Continue to use progress measures to set relevant goals for each ākonga and to capture success throughout ngā ākonga enrolment. Establish two short-term goals to set up early success. Ākonga enjoy celebrating their achievements and receiving their wristbands from the tumuaki which will be important to continue.

**Halswell Residential College Focus: Student Achievement**

**Aim 6: Piers Harris 3**

**Annual Target:** Ngā ākonga who have completed their bespoke intervention in 2025 will improve in their self-concept as assessed using Piers Harris 3.

**Baseline data:** No baseline data as the assessment has just been introduced.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>HRC is intentional in its creation of a therapeutic milieu. Ngā ākonga have opportunities to learn at appropriate levels, to grow as members of a whānau community, to connect with others, to learn coping skills and to develop resilience. Ngā ākonga who develop in these aspects are likely, on reflection, to show improvements in their self-concept. It was our hope that improvements in self-concept could be captured using the Piers Harris 3 assessment.</p>	<p>HRC continued to develop its therapeutic milieu. However, no post-intervention data was available for any of the 2025 leavers.</p>	<p>Capturing data via the Piers Harris 3 assessment was compromised. The psychologist who initially completed the assessments was unable to carry on with the mahi, and the task was overlooked in the transition of responsibilities back to the kura. In some instances, whānau decline the offer to engage with the Piers Harris 3 which further complicates data collection.</p>	<p>Leadership to decide:</p> <ul style="list-style-type: none"> <li>• Whether to continue offer the Piers Harris 3 assessment.</li> <li>• Who is responsible for capturing the pre- and post- data.</li> <li>• How to ensure timely processing of the data.</li> </ul>

**Planning for next year:** To confirm decision making regarding ongoing use of the Piers Harris 3 assessment.

**Halswell Residential College Focus: Student Achievement**

**Aim 6: Brief 2**

**Annual Target:** Ngā ākonga who have completed their bespoke intervention in 2025 will improve in at least one aspect of executive functioning as measured using Brief 2 assessment.

**Baseline data:** No baseline data as the assessment has just been introduced.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Goal setting in the AAM individualised programme focuses on meeting the individual needs of ngā ākonga. The goals are chosen to align with and reinforce development of global executive functioning. Through consistent structure, routine, and reinforcement of goal achievement, ngā ākonga grow in their executive functioning skills.</p> <p>We intended to use the Brief 2 assessment to identify individual needs as well as to capture improvement in global executive functioning.</p>	<p>In most cases, pre-intervention data using the Brief 2 assessment was completed and analysed.</p> <p>Part way into 2025, the school, on the advice of our psychologist support, discontinued using the assessment to capture post-intervention achievement. It appeared that tenures were likely too short for appreciable gains to be made. Instead, the analysis of the pre-intervention assessment would be used to inform goal setting on the HRC Progress Measures. Progress measures are a tool developed in-house by the school to capture achievement.</p>	<p>The usefulness of Brief 2 pre-intervention analysis for setting goals was compromised due to time delays in having the results analysed in a timely manner.</p>	<p>The school now has a kaiako who can analyse the Brief 2 pre-intervention assessment which will mean the analysis can be timelier and be used to inform goal setting in the HRC Progress Measures.</p> <p>Leadership to:</p> <ul style="list-style-type: none"> <li>• Consider alternative assessments that could better capture ākonga growth in the global executive functioning.</li> <li>• Develop a 2026 achievement target that is based on the HRC Progress Measures.</li> </ul>

**Planning for next year:** Use onsite analysis of Brief 2 to inform goal setting in the HRC Progress Measures and create a 2026 achievement target for the HRC Progress Measures.

# Statement of compliance with employment policy

Reporting on the principles of being a Good Employer 2025	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>We follow the guidelines in the below policies which are available on our website and on our internal document management system:</p> <ul style="list-style-type: none"> <li>• Employment and Personnel Policy (last approved by the Commissioner in June 2025).</li> <li>• Staff Appointments Policy (approved by the board in March 2024, due for review in 2027).</li> <li>• Health and Safety Policy (approved by the board in 2022 and is due for review in December 2025).</li> <li>• NB: A full review of our procedures and policies is underway in consultation with our Commissioner.</li> </ul> <p>The Risk Register data is included in the H&amp;S monthly reports to the Commissioner.</p> <p>We have an online hazard reporting portal which feeds into our Property Hazard Register. This is monitored by our executive officer and reviewed as part of ERO hostel assurance checks and reports to the commissioner.</p> <p>We have an active health and safety committee who meet twice per term, and a health and safety manual.</p> <p>We undertake kaiako culture and wellbeing surveys and respond to identified areas where we could better support kaiako, along with access to counselling with Employee Assistance Programme (EAP) Services.</p> <p>We provide external/group supervision.</p> <p>Kaiako can access employer-funded seasonal flu immunisations.</p> <p>There is a weekly opportunity to share kai together and encourage connection.</p> <p>Kaiako have access to our onsite fitness centre, reflection room, and tranquil grounds.</p> <p>Our where menus are periodically approved by a dietician/nutritionist and are based around good quality home cooking.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Our Equal Employment Opportunities (EEO) Policy was last approved by the board in December 2022 and was due for review in December 2025. A full review of our procedures and policies is underway in consultation with our commissioner.</p> <p>Our EEO policy ensures that the best-suited person to the position according to their skills, qualifications, and abilities shall be appointed without bias or discrimination.</p> <p>We recently conducted a diversity survey of our kaiako which revealed a total of eleven different ethnicities.</p>

	<p>Our age and gender breakdown is: kaiako under 30 years old 9%; 30-45 years 27%; 45-60 years 46%; and 18% aged 61 years and above. Males make up 35% and females 65% of our kaiako numbers.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Our residential selection panels consist of three kaiako including at least one Māori and/or Pasifika representative and at least one female.</p> <p>Interview questions and scoring systems are consistent across all candidates.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<p>Te Tao Kokiri is our Māori caucus. We provide release time during their shift for kaiako to hold meetings and professional development sessions.</p> <p>Consultation with local iwi and mana whenua to review and develop Te Tao Kokiri.</p> <p>We are strengthening our relationship with Taumutu, our local hapu.</p> <p>Leadership development is being provided for Māori kaiako.</p> <p>Piloting cultural educational immersion camp experiences with schools across Aotearoa to expand knowledge of iwi in other regions.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Annual performance appraisal and professional growth cycle process.</p> <p>Annual structured professional development programme (approx. 5-7 days per year).</p> <p>Supporting individual professional development, additional training and requests.</p> <p>Supervision.</p> <p>We provide release time for senior kaiako to attend professional learning groups (PLG).</p>
<p>How are you recognising the employment requirements of women?</p>	<p>EEO Policy.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>EEO Policy.</p> <p>Disability car parks, ramps, and flexible learning spaces.</p> <p>We hosted the SAMS (Standards and Monitoring Services) evaluation team onsite in 2025, and on three previous occasions, to evaluate our services, and on all occasions, we received positive reports on our daily practices.</p>

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy 2025</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

## **Kiwisport funding**

Kiwisport is a government funded initiative to support ngā ākonga participation in organised sport.

During the year as part of the operations grant, Halswell Residential College received \$635.88 ex GST.

This funding was used to provide ākonga with additional experiences in beach safety education, surf coaching, sports levies, and attendance at Riding for the Disabled. Our ākonga also participated in organised sport offsite most Wednesday afternoons and were able to experience a range of sports and games. The grant monies received in Kiwisport funding helped to offset HRC's direct expenditure of \$3,223.47 ex GST.

## **Report on other special and contestable funding**

There was no contestable funding applied for during the 2025 financial year.

# Combined Board of Halswell Residential College & Westbridge Residential School



## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:

522

4157

Principal:

Stephen Evans

Cherie Jaeger

School Address:

Halswell Residential College  
15 Nash Road  
Christchurch 8025

Westbridge Residential School  
488e Don Buck Road  
Massey  
Waitakere City

School Postal Address:

Halswell Residential College  
15 Nash Road,  
Christchurch 8025

Westbridge Residential School  
PO Box 79-056  
Royal Heights 0656  
Auckland

School Phone:

03 338 5089

09 832 4918

Accountant / Service Provider:

**Solutions & Services**  
Collaborative School Administration

# COMBINED BOARD OF HALSWELL RESIDENTIAL COLLEGE & WESTBRIDGE RESIDENTIAL SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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**Combined Board of Halswell Residential College & Westbridge Residential 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.

DR GABRIELLE WALL

Full Name of Presiding Member



Signature of Presiding Member

27.5.26

Date:

Stephen Evans

Full Name of Principal Halswell Residential School



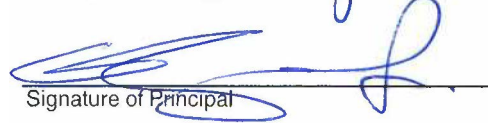
Signature of Principal

27 May 2026

Date:

Cherie Jaeger

Full Name of Principal Westbridge Residential School



Signature of Principal

27.5.26

Date:

## Combined Board of Halswell Residential College & Westbridge Residential School Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/Expires</b>
David Ivory	Presiding Member	Ministry Appointed	June 2025
Stephen Evans	Principal	ex Officio - Halswell Residential College	
Cherie Jaeger	Principal	ex Officio - Westbridge Residential School	
Jon Purdue	Acting Principal	ex Officio - Halswell Residential College	Nov 2025
Reuben Aitoa-Ilaoa	Staff Representative	Elected	Jun 2025
Jon Kaho		Ministry Appointed	Jun 2025
Joseph Tyro		Ministry Appointed	Jun 2025
Lorraine Taogaga		Ministry Appointed	Jun 2025
Moses Faleolo		Ministry Appointed	Jun 2025

In June 2025 the joint board stepped down from its governance role. The decision to step down supported the long term vision for each school to have its own board, reflecting the unique character and needs of Halswell Residential College and Westbridge Residential School. To support this transition Dr Gabrielle Wall was appointed commissioner in June 2025 to oversee both schools.

**Combined Board of Halswell Residential College & Westbridge Residential School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	10,956,663	10,646,079	11,133,415
Locally Raised Funds	3	43,025	12,000	98,620
Interest		119,083	40,000	146,276
Gain on Sale of Property, Plant and Equipment		-	-	21,396
<b>Total Revenue</b>		<b>11,118,771</b>	<b>10,698,079</b>	<b>11,399,707</b>
<b>Expenses</b>				
Locally Raised Funds	3	-	-	326
Learning Resources	4	7,450,646	8,215,282	7,900,743
Administration	5	949,663	946,157	911,921
Interest		3,251	-	1,296
Property	6	2,275,613	2,307,798	2,497,945
Loss on Disposal of Property, Plant and Equipment		10,618	-	15,420
<b>Total Expense</b>		<b>10,689,791</b>	<b>11,469,237</b>	<b>11,327,651</b>
<b>Net Surplus/ (Deficit) for the year</b>		<b>428,980</b>	<b>(771,158)</b>	<b>72,056</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>428,980</b>	<b>(771,158)</b>	<b>72,056</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.

Combined Board of Halswell Residential College & Westbridge Residential 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>		2,835,680	2,835,680	2,744,846
Total comprehensive revenue and expense for the year		428,980	(771,158)	72,056
Contribution - Furniture and Equipment Grant		-	7,000	25,993
Contribution - Te Mana Tūhono		-	-	-
Distributions to Ministry of Education	16	(1,715)	-	(7,215)
<b>Equity at 31 December</b>		3,262,945	2,071,522	2,835,680
Accumulated comprehensive revenue and expense		3,262,945	2,071,522	2,835,680
<b>Equity at 31 December</b>		3,262,945	2,071,522	2,835,680

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.

Combined Board of Halswell Residential College & Westbridge Residential School

# Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,294,269	693,791	947,550
Accounts Receivable	8	230,841	272,294	272,294
GST Receivable		31,818	25,315	25,315
Prepayments		25,014	10,201	10,201
Investments	9	2,843,405	1,966,200	2,366,200
Property, Plant and Equipment	10	807,314	740,024	-
Funds Receivable for Capital Works Projects	16	83,063	11,827	11,827
		<u>5,315,724</u>	<u>3,719,652</u>	<u>3,633,387</u>
<b>Current Liabilities</b>				
GST Payable		-	47,251	47,251
Accounts Payable	11	973,095	589,311	589,311
Revenue Received in Advance	12	13,000	18,527	18,527
Provision for Cyclical Maintenance	13	454,978	429,145	90,388
Finance Lease Liability	14	50,774	19,284	8,061
Funds held in Trust	15	41,406	37,763	37,763
Funds held for Capital Works Projects	16	519,526	506,849	506,849
		<u>2,052,779</u>	<u>1,648,130</u>	<u>1,298,150</u>
<b>Working Capital Surplus</b>		<b>3,262,945</b>	<b>2,071,522</b>	<b>2,335,237</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	-	-	816,205
		<u>-</u>	<u>-</u>	<u>816,205</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	-	-	304,539
Finance Lease Liability	14	-	-	11,223
		<u>-</u>	<u>-</u>	<u>315,762</u>
<b>Net Assets</b>		<u><b>3,262,945</b></u>	<u><b>2,071,522</b></u>	<u><b>2,835,680</b></u>
<b>Equity</b>		<u><b>3,262,945</b></u>	<u><b>2,071,522</b></u>	<u><b>2,835,680</b></u>

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

**Combined Board of Halswell Residential College & Westbridge Residential School**

**Statement of Cash Flows**

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		7,681,784	7,349,420	7,768,322
Locally Raised Funds		53,134	12,000	153,338
Goods and Services Tax (net)		(53,754)	-	68,932
Payments to Employees		(5,978,794)	(6,573,280)	(6,477,023)
Payments to Suppliers		(1,196,076)	(1,348,899)	(1,181,714)
Interest Received		127,613	40,000	143,880
Net cash from/(to) Operating Activities		633,907	(520,759)	475,735
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(136,144)	(140,000)	(161,245)
Purchase of Investments		(477,205)	-	(104,064)
Proceeds from Sale of Investments		-	400,000	-
Net cash (to)/from Investing Activities		(613,349)	260,000	(265,309)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	7,000	25,993
Distributions to Ministry of Education		(1,715)	-	(7,215)
Finance Lease Payments		(13,435)	-	(21,583)
Funds Administered on Behalf of Third Parties		341,311	-	470,023
Net cash from Financing Activities		326,161	7,000	467,218
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>346,719</b>	<b>(253,759)</b>	<b>677,644</b>
Cash and cash equivalents at the beginning of the year	7	947,550	947,550	269,906
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,294,269</b>	<b>693,791</b>	<b>947,550</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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

# Notes to the Financial Statements

## For the year ended 31 December 2025

### 1. Statement of Accounting Policies

#### 1.1. Reporting Entity

Combined Board of Halswell Residential College & Westbridge Residential 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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

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

On the 18 September 2025 the Minister of Education approved the separation of the The Combined Board of Westbridge Residential School and Halswell Residential College with effect on 1 January 2026. the two state schools of Westbridge Residential School and Halswell Residential College are established as described under the Education and Training Act 2020. Each entity is required to report separately under the Education and Training Act 2020. For this reason, the Combined Board financial statements that cover the period between 1 January 2025 to 31 December 2025 have been prepared on disestablishment 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 whole 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 13.

### *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 14. Future operating lease commitments are disclosed in note 21b.

#### *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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	10-25 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	5 years
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 the 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.

### **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. 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.

### **1.17. 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.

### **1.18. 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.

### **1.19. Budget Figures**

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

### **1.20. 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	7,673,809	7,349,420	7,713,458
Teachers' Salaries Grants	1,686,072	1,696,434	1,659,706
Use of Land and Buildings Grants	1,596,782	1,600,225	1,760,251
	<u>10,956,663</u>	<u>10,646,079</u>	<u>11,133,415</u>

## 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>			
Fundraising and Community Grants	-	-	917
Other Revenue	43,025	12,000	97,703
	<u>43,025</u>	<u>12,000</u>	<u>98,620</u>
<b>Expense</b>			
Extra Curricular Activities Costs	-	-	326
	<u>-</u>	<u>-</u>	<u>326</u>
<i>Surplus for the year Locally raised funds</i>	<u>43,025</u>	<u>12,000</u>	<u>98,294</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	249,142	379,615	344,739
Information and Communication Technology	3,485	15,776	7,792
Employee Benefits - Salaries	6,929,108	7,489,706	7,265,629
Staff Development	62,860	72,685	76,050
Other Learning Resources	24,103	37,500	29,966
Depreciation	181,948	220,000	176,567
	<u>7,450,646</u>	<u>8,215,282</u>	<u>7,900,743</u>

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	20,238	17,500	17,580
Board Fees and Expenses	109,203	46,052	57,493
Intervention Costs	87,814	-	-
Operating Lease s	289	11,745	5,927
Legal Fees	18,042	60,000	15,820
Other Administration Expenses	95,338	126,240	102,107
Employee Benefits - Salaries	591,294	653,899	686,138
Insurance	896	1,625	1,440
Service Providers, Contractors and Consultancy	26,549	29,096	25,416
	<u>949,663</u>	<u>946,157</u>	<u>911,921</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	25,399	49,000	20,844
Cyclical Maintenance Provision	114,306	74,218	138,395
Heat, Light and Water	106,921	142,200	129,581
Rates	31,342	30,592	29,416
Repairs and Maintenance	185,789	172,525	191,030
Use of Land and Buildings	1,596,782	1,600,225	1,760,251
Other Property Expenses	91,714	112,929	54,113
Employee Benefits - Salaries	123,360	126,109	174,315
	2,275,613	2,307,798	2,497,945

The Use of Land and Buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	1,294,269	693,791	947,550
Cash and Cash Equivalents for Statement of Cash Flows	1,294,269	693,791	947,550

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

Of the \$1,294,269 Cash and Cash Equivalents, \$889,493 is subject to restrictions for the following reasons:

- \$13,000 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 12.
- \$835,087 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 16.
- \$41,406 of Funds Held in Trust is held by the School, as disclosed in note 15.

## 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	5,935	30,334	30,334
Receivables from the Ministry of Education	34,528	60,574	60,574
Interest Receivable	19,313	27,843	27,843
Teacher Salaries Grant Receivable	171,065	153,543	153,543
	230,841	272,294	272,294
Receivables from Exchange Transactions	25,248	58,177	58,177
Receivables from Non-Exchange Transactions	205,593	214,117	214,117
	230,841	272,294	272,294

## 9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	2,843,405	1,966,200	2,366,200
	2,843,405	1,966,200	2,366,200

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings Improvements	209,508	63,698	-	-	(15,951)	257,255
Furniture and Equipment	254,442	50,174	(10,375)	-	(64,739)	229,502
Information and Communication Technology	143,322	22,272	(157)	-	(48,098)	117,339
Motor Vehicles	182,638	-	-	-	(35,845)	146,793
Leased Assets	19,294	47,531	-	-	(16,451)	50,374
Library Resources	7,001	-	(86)	-	(864)	6,051
<b>Balance at 31 December 2025</b>	<b>816,205</b>	<b>183,675</b>	<b>(10,618)</b>	<b>-</b>	<b>(181,948)</b>	<b>807,314</b>

The net carrying value of equipment held under a finance lease is \$50,374 (2024: \$19,294)

### 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.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	502,487	(245,232)	257,255	438,789	(229,281)	209,508
Furniture and Equipment	1,150,023	(920,521)	229,502	1,120,437	(865,995)	254,442
Information and Communication Technology	604,161	(486,822)	117,339	622,677	(479,355)	143,322
Motor Vehicles	338,574	(191,781)	146,793	359,362	(176,724)	182,638
Leased Assets	66,167	(15,793)	50,374	85,479	(66,185)	19,294
Library Resources	31,207	(25,156)	6,051	31,594	(24,593)	7,001
	<b>2,692,619</b>	<b>(1,885,305)</b>	<b>807,314</b>	<b>2,658,338</b>	<b>(1,842,133)</b>	<b>816,205</b>

## 11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	320,269	185,244	185,244
Accruals	264,840	12,499	12,499
Employee Entitlements - Salaries	208,148	183,957	183,957
Employee Entitlements - Leave Accrual	179,838	207,611	207,611
	<b>973,095</b>	<b>589,311</b>	<b>589,311</b>
Payables for Exchange Transactions	973,095	589,311	589,311
	<b>973,095</b>	<b>589,311</b>	<b>589,311</b>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	13,000	18,527	18,527
	<b>13,000</b>	<b>18,527</b>	<b>18,527</b>

### 13. Provision for Cyclical Maintenance

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	394,927	394,927	348,824
Increase to the Provision During the Year	114,306	74,218	138,395
Use of the Provision During the Year	(54,255)	(40,000)	(92,292)
Provision at the End of the Year	454,978	429,145	394,927
Cyclical Maintenance - Current	454,978	429,145	90,388
Cyclical Maintenance - Non current	-	-	304,539
	454,978	429,145	394,927

The provision this year represents the estimates for Halswell Residential College and Westbridge Residential School.

The Schools' cyclical maintenance schedules detail 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. The plans are based on the Schools most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

### 14. Finance Lease Liability

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

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	18,192	8,212	8,212
Later than One Year	38,947	11,254	11,254
Future Finance Charges	(6,365)	(182)	(182)
	50,774	19,284	19,284
Represented by			
Finance lease liability - Current	50,774	15,067	8,061
Finance lease liability - Non current	-	-	11,223
	50,774	15,067	19,284

### 15. Funds Held in Trust

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	41,406	37,763	37,763
	41,406	37,763	37,763

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.

## 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

2025	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
A Gym Partial Roof Replacement & HVAC Repairs - 242267	81,400	-	(77,454)	-	3,946
A Partial Roof Replacement (242268)	-	99,059	(94,805)	-	4,254
H Roof Replacement (242270)	-	55,379	(59,533)	-	(4,154)
B Reroof and Associated Elements (242273)	-	101,223	(900)	-	100,323
C & M Reroof and Associated Elements (242278)	-	100,392	(900)	-	99,492
Block 2 Sensory Room (218768)	(11,533)	-	-	11,533	-
Block 2 Room 3 Emergency Exit Door (250133)	16,681	1,179	(17,860)	-	-
Blocks 1,2,4,5,CW Roof Gutter & Clearlite Replacement (250132)	72,043	1,653	(73,696)	-	-
Site Boundary Fence (250141)	336,725	33,117	(369,842)	-	-
Blocks 4&5 Bathroom Refurbishment (250135)	(294)	173,465	(6,412)	-	166,759
Sewage Pump#1 (255497)	-	18,382	-	-	18,382
Repurpose Storage Space (250139)	-	67,986	(3,786)	-	64,200
CCTV Drainage Investigation & Remedial work (250138)	-	94,649	(47,690)	-	46,959
Block 6 Switch Board and Pump (250137)	-	25,050	(28,498)	465	(2,983)
Block 2 Hessian and Carpet	-	18,024	(16,588)	-	1,436
Resurface Driveway (250140)	-	10,000	(11,250)	1,250	-
Blocks 4&5 Kitchen Refurbishment (250136)	-	134,726	(210,652)	-	(75,926)
Sewage Pump #2 (255497)	-	16,072	(2,297)	-	13,775
Totals	495,022	950,356	(1,022,163)	13,248	436,463

### Represented by:

Funds Held on Behalf of the Ministry of Education	519,526
Funds Receivable from the Ministry of Education	(83,063)

The costs for the Block 6 Replacement of the Switch Board and Sewage Pump and the Resurfacing of the Drive exceeded the Ministry funding. The Board provided funding of \$465 and \$1250 respectively to complete and close out the projects from retained surpluses. The total \$1,715 was treated as a donation to the Ministry of Education via a distribution through equity.

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Laundry & Heating upgrade	13,579	-	-	(13,579)	-
A Gym Partial Roof Replacement & HVAC Repairs - 242267	-	83,800	(2,400)	-	81,400
Site Pool Fence Replacement (236191)	3,199	-	-	(3,199)	-
Block 2 Sensory Room (218768)	(11,533)	-	-	-	(11,533)
Pohutukawa Flood Remedial Work - 240912/242790	(3,371)	-	-	3,371	-
Gym Wall Remediation (247469)	-	13,855	(21,070)	7,215	-
Block 2 Room 3 Emergency Exit Door	-	33,672	(16,991)	-	16,681
Blocks 1,2,4,5,CW Roof Gutter & Clearlite Replacement (250132)	-	86,220	(14,177)	-	72,043
Site Boundary Fence (250141)	-	343,570	(6,845)	-	336,725
Blocks 4&5 Bathroom Refurbishment	-	-	(294)	-	(294)
Totals	1,874	561,117	(61,777)	(6,192)	495,022

### Represented by:

Funds Held on Behalf of the Ministry of Education	506,849
Funds Receivable from the Ministry of Education	(11,827)

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principals, Associate Principals, the Executive Officer, Residential Managers and Team Leaders

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	18,472	25,201
<i>Leadership Team</i>		
Remuneration	1,158,538	1,316,387
Full-time equivalent members	9.25	10.00
Total key management personnel remuneration	1,177,010	1,341,588

There were 6 members of the Board excluding the principal. The Board has held five full meetings of the Board in the year, two of which were called by Ministry of Education. 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 - Halswell Residential College

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	180-190
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	0-0	0-0

### Principal 2 - Halswell Residential College

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	110-120	0-0
Benefits and Other Emoluments	0-0	0-0
Termination Benefits	0-0	0-0

### Principal - Westbridge Residential School

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	130-140
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0-10	0-10

### Acting Principal - Westbridge Residential School

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	0-0	0-50
Benefits and Other Emoluments	0-0	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	2025 FTE Number	2024 FTE Number
100 - 110	7.00	7.00
110 - 120	7.00	6.00
120 - 130	2.00	2.00
140 - 150	-	3.00
	16.00	18.00

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

## 19. 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 member, 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:

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	\$ 253,264	\$ -
Number of People	8	-

## 20. 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 of specific individuals. As such, this is expected to resolve the liability for school boards.

### Contingent Liability - Royal Commission of Inquiry into Abuse in Care

The Board is aware of claims arising from matters associated with the Royal Commission of Inquiry into Abuse in Care. At balance date, the entity does not consider that a present obligation exists in accordance with PBE IPSAS 19, and no provision or contingent liability has been recognised. The existence and amount of any further obligations, if any, cannot be reliably measured at this time.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$561,928 (2024:\$838,093) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment</b>
	\$
<b>Westbridge Residential School</b>	
Blocks 4&5 Bathroom Refurbishment (250135)	166,759
Sewage Pump #1 (255497)	18,382
Repurpose Storage Space (250139)	64,200
CCTV Drainage Investigation & Remedial Work	46,959
Block 2 Hessian and Carpet	1,436
Sewage Pump #2 (255497)	13,775
<b>Halswell Residential College</b>	
A Gym Partial Roof Replacement & HVAC Repairs (242267)	13,946
A Partial Roof Replacement (242268)	14,254
B Reroof and Associated Elements (242273)	111,570
C & M Reroof and Associated Elements (242278)	110,647
<b>Total</b>	<b>561,928</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

### (b) Operating Commitments

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

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

## 22. 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	1,294,269	693,791	947,550
Receivables	230,841	272,294	272,294
Investments - Term Deposits	2,843,405	1,966,200	2,366,200
Total Financial Assets Measured at amortised cost	<u>4,368,515</u>	<u>2,932,285</u>	<u>3,586,044</u>

### Financial liabilities measured at amortised cost

Payables	973,095	589,311	589,311
Finance Leases	50,774	19,284	19,284
Total Financial Liabilities Measured at Amortised Cost	<u>1,023,869</u>	<u>608,595</u>	<u>608,595</u>

## 23. Events After Balance Date

On the 2nd February 2026, the Minister of Education opened consultation on the possible closure of Westbridge Residential School. Consultation closes on the 15th March 2026.

## 24. Splitting of Combined Board and Establishment of Westbridge Residential School Board and Halswell Residential College Board

On the 18 September 2025 the Minister of Education approved the separation of the The Combined Board of Westbridge Residential School and Halswell Residential College with effect on 1 January 2026. the two state schools of Westbridge Residential School and Halswell Residential College are established as described under the Education and Training Act 2020. Each entity is required to report separately under the Education and Training Act 2020. The Combined Board financial statements cover the period between 1 January 2025 to 31 December 2025.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF COMBINED BOARD OF HALSWELL RESIDENTIAL COLLEGE & WESTBRIDGE RESIDENTIAL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Combined Board of Halswell Residential College & Westbridge Residential School (the School). The Auditor-General has appointed me, Mike Hoshek, using the staff and resources of Deloitte Limited, to carry out, on his behalf, the audit of the financial statements of the School on pages 3 to 19, 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 of the School, which have been prepared on a disestablishment basis:

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

Our audit was completed on 27<sup>th</sup> of May 2026. This is the date at which our opinion is expressed.

#### Emphasis of matter

Without modifying our opinion, we draw attention to the disclosures in note 1.2 on page 7, which outline that the financial statements are prepared on a disestablishment basis due to the separation of the combined Board of Trustees.

#### 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.

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. If the Board concludes that the going concern basis of accounting is inappropriate, the Board is responsible for preparing financial statements on a non-going concern basis and making appropriate disclosures.

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 non-going concern basis of accounting by the Board.
- 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**

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.



**Mike Hoshek**  
**Partner**  
**for Deloitte Limited**  
**On behalf of the Auditor-General**  
Christchurch, New Zealand