

EDGEWATER COLLEGE



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:

79

Principal:

Louise Addison

School Address:

32 Edgewater Drive, Pakuranga, Auckland, 2010

School Postal Address:

32 Edgewater Drive, Pakuranga, Auckland, 2010

School Phone:

09 576 9039

School Email:enquiries@edgewater.school.nz**Accountant / Service Provider:**Janet Van Borssum
Business Manager - Edgewater College**Members of the Board:**

Name	Position	How Position Gained	Term Expired/ Expires
Amy Broadmore	Presiding Member	Elected September 2022	June 2025
Louise Addison	Principal ex Officio		
Jennie Valgre	Parent Representative	Re-elected September 2022	June 2025
Jonathan Scanlan	Parent Representative	Re-elected September 2022	June 2025
Domincia Ah-Lam	Parent Representative	Elected September 2022	June 2025
Michael Sangyum	Parent Representative	Elected September 2022	June 2025
Trudy Bennett	Co-Opted Representative	Co-Opted November 2022	June 2025
John Vasque	Student Representative		December 2024
Faye Booker	Staff Representative		June 2025

EDGEWATER COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 22</u>	Notes to the Financial Statements
<u>23-25</u>	Independent Auditor's Report
<u>26</u>	Kiwi Sport Report

Edgewater College

Statement of Responsibility

For the year ended 31 December 2024


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

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

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


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

Amy Broadmore
Full Name of Presiding Member


Signature of Presiding Member

30/5/2025
Date:

Louise Addison
Full Name of Principal


Signature of Principal

30/5/2025
Date:

Edgewater College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	11,360,231	10,770,565	10,770,622
Locally Raised Funds	3	157,701	122,000	118,568
Interest		94,614	59,000	81,485
Total Revenue		11,612,546	10,951,565	10,970,675
Expense				
Locally Raised Funds	3	132,779	169,078	64,139
Learning Resources	4	7,158,425	7,112,075	6,906,314
Administration	5	1,355,212	1,120,819	1,157,628
Interest		14,709	16,583	14,209
Property	6	2,778,902	2,562,426	2,627,383
Loss on Disposal of Property, Plant and Equipment		2,546	-	3,920
Total Expense		11,442,573	10,980,981	10,773,593
Net Surplus / (Deficit) for the year		169,973	(29,416)	197,082
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		169,973	(29,416)	197,082

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

Edgewater College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,933,098	2,933,096	2,736,016
Total comprehensive revenue and expense for the year		169,973	(29,416)	197,082
Contribution - Te Mana Tuhono		94,901	-	-
Contribution - Furniture and Equipment Grant		45,912	-	-
Equity at 31 December		3,243,884	2,903,680	2,933,098
Accumulated comprehensive revenue and expense		3,243,884	2,903,680	2,933,098
Equity at 31 December		3,243,884	2,903,680	2,933,098

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.

Edgewater College

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	890,109	759,143	895,324
Accounts Receivable	8	557,033	519,159	519,159
GST Receivable		36,379	19,434	159,434
Prepayments		5,368	9,625	9,625
Investments		1,000,000	1,000,000	1,000,000
Funds Receivable for Capital Works Projects	15	9,546	-	84,812
		2,498,435	2,307,361	2,668,354
Current Liabilities				
Accounts Payable	10	843,670	705,641	955,643
Borrowings	11	32,707	30,657	32,707
Revenue Received in Advance	12	146,892	160,867	195,482
Provision for Cyclical Maintenance	13	133,047	72,393	122,393
Finance Lease Liability	14	99,489	86,838	81,838
Funds held for Capital Works Projects	15	69,549	-	30,653
		1,325,354	1,056,396	1,418,716
Working Capital Surplus/(Deficit)		1,173,081	1,250,965	1,249,638
Non-current Assets				
Property, Plant and Equipment	9	2,596,976	2,180,237	2,213,680
		2,596,976	2,180,237	2,213,680
Non-current Liabilities				
Borrowings	11	81,768	81,775	114,475
Provision for Cyclical Maintenance	13	330,278	302,240	297,240
Finance Lease Liability	14	114,127	143,507	118,507
		526,173	527,522	530,222
Net Assets		3,243,884	2,903,680	2,933,096
Equity		3,243,884	2,903,680	2,933,098

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

Edgewater College

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		3,241,863	3,075,691	2,915,319
Locally Raised Funds		114,313	90,302	134,518
Hostel		(3,672)	-	953
Goods and Services Tax (net)		123,055	140,000	(142,318)
Payments to Employees		(1,784,406)	(1,741,363)	(1,474,532)
Payments to Suppliers		(1,224,266)	(1,430,507)	(914,584)
Interest Paid		(14,709)	(16,583)	(14,209)
Interest Received		87,219	60,655	68,464
Net cash from/(to) Operating Activities		539,397	178,195	573,611
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(2,546)	-	45
Purchase of Property Plant & Equipment (and Intangibles)		(664,111)	(363,785)	(448,417)
Net cash from/(to) Investing Activities		(666,657)	(363,785)	(448,372)
Cash flows from Financing Activities				
Furniture and Equipment Grant		140,813	-	-
Finance Lease Payments		(100,226)	30,000	(75,425)
Loans Received		(32,707)	(34,750)	147,182
Repayment of Loans		-	-	(16,353)
Funds Administered on Behalf of Other Parties		114,162	54,159	137,203
Net cash from/(to) Financing Activities		122,042	49,409	192,607
Net increase/(decrease) in cash and cash equivalents		(5,218)	(136,181)	317,846
Cash and cash equivalents at the beginning of the year	7	895,324	895,324	577,478
Cash and cash equivalents at the end of the year	7	890,106	759,143	895,324

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

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

Edgewater College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 9.

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 20.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on **what is the independent valuer assesses as being the most appropriate at the time.**

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

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

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) 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.

n) 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.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

p) Financial Instruments

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

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

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	2,897,601	2,798,180	2,783,042
Teachers' Salaries Grants	5,049,717	4,995,893	5,011,214
Use of Land and Buildings Grants	2,115,928	1,966,831	1,945,804
Ka Ora, Ka Ako - Healthy School Lunches Programme	957,630	732,150	789,466
Other Government Grants	339,355	277,511	241,096
	<u>11,360,231</u>	<u>10,770,565</u>	<u>10,770,622</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	11,745	25,000	7,965
Fees for Extra Curricular Activities	61,782	40,500	27,696
Trading	37,781	35,000	38,224
Fundraising and Community Grants	3,143	1,500	4,436
Other Revenue	43,250	20,000	40,247
	<u>157,701</u>	<u>122,000</u>	<u>118,568</u>
Expense			
Extra Curricular Activities Costs	130,525	169,078	59,656
Fundraising and Community Grant Costs	2,254	-	4,248
International Student - Other Expenses	-	-	235
	<u>132,779</u>	<u>169,078</u>	<u>64,139</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>24,922</u>	<u>(47,078)</u>	<u>54,429</u>

Donations includes \$7,800 from All Saints Church to be used for under privileged children to support their learning through uniforms and contributions to extra curricular activities. (2023 \$7,600)

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	228,695	237,941	201,907
Information and Communication Technology	60,174	78,851	70,062
Employee Benefits - Salaries	6,424,536	6,334,502	6,254,017
Staff Development	34,860	38,830	16,504
Overseas Travel - Professional Development			12,853
Depreciation	394,311	397,228	338,759
Other Learning Resources	15,849	24,723	12,212
	7,158,425	7,112,075	6,906,314

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	13,336	14,280	13,019
Board Fees and Expenses	18,998	21,275	17,043
Legal Fees	5,105	500	-
Other Administration Expenses	42,471	44,732	42,785
Employee Benefits - Salaries	294,405	284,937	275,548
Insurance	23,267	22,695	19,768
Service Providers, Contractors and Consultancy	-	250	-
Ka Ora, Ka Ako - Healthy School Lunches Programme	957,630	732,150	789,465
	1,355,212	1,120,819	1,157,628

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	6,868	-	1,635
Cyclical Maintenance	71,262	70,000	137,306
Heat, Light and Water	105,366	97,756	115,778
Rates	2,360	2,330	2,169
Repairs and Maintenance	138,007	101,429	120,497
Use of Land and Buildings	2,115,928	1,966,831	1,945,804
Employee Benefits - Salaries	117,739	91,137	94,058
Other Property Expenses	221,372	232,943	210,136
	<u>2,778,902</u>	<u>2,562,426</u>	<u>2,627,383</u>

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

Actual	Budget (Unaudited)	Actual
-	-	-

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	890,109	759,143	895,324
Cash and cash equivalents for Statement of Cash Flows	<u>890,109</u>	<u>759,143</u>	<u>895,324</u>

Of the \$890,109 Cash and Cash Equivalents and \$1,000,000 term deposit, \$154,361 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school

Of the \$890,109 Cash and Cash Equivalents, \$146,892 of Revenue Received in Advance is held by the School, as disclosed in note 12.

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 12.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	41,387	40,000	42,917
Interest Receivable	29,050	20,000	21,655
Teacher Salaries Grant Receivable	486,596	459,159	454,587
	557,033	519,159	519,159
Receivables from Exchange Transactions	70,437	60,000	64,572
Receivables from Non-Exchange Transactions	486,596	459,159	454,587
	557,033	519,159	519,159

8. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,000,000	1,000,000	1,000,000
Total Investments	1,000,000	1,000,000	1,000,000

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	732,561	200,000			(29,475)	903,086
Building Improvements	216,994	6,736			(22,040)	201,690
Furniture and Equipment	874,363	280,945			(158,898)	996,410
Information and Communication Technology	151,763	170,921			(75,106)	247,578
Motor Vehicles	14,703	1,268			(1,822)	14,149
Textbooks	23				-	23
Leased Assets	193,247	113,497			(102,605)	204,139
Library Resources	30,026	6,786	(2,546)		(4,365)	29,902
	2,213,680	780,153	(2,546)	-	(394,311)	2,596,976

The net carrying value of furniture and equipment held under a finance lease is \$153,940 (2023: \$166,508)

The net carrying value of motor vehicles held under a finance lease is \$50,197 (2023: \$26,739)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,461,270	(558,184)	903,086	1,261,270	(528,709)	732,561
Building Improvements	1,604,350	(1,402,661)	201,689	1,597,614	(1,380,620)	216,994
Furniture and Equipment	2,716,045	(1,719,636)	996,409	2,435,764	(1,561,401)	874,363
Information and Communication Technology	928,920	(681,341)	247,579	757,998	(606,235)	151,763
Motor Vehicles	114,355	(100,206)	14,149	113,087	(98,384)	14,703
Textbooks	43,874	(43,851)	23	43,874	(43,851)	23
Leased Assets	410,810	(206,671)	204,139	361,711	(168,464)	193,247
Library Resources	87,138	(57,236)	29,902	87,794	(57,768)	30,026
	7,366,762	(4,769,786)	2,596,976	6,659,112	(4,445,432)	2,213,680

10. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	172,502	94,641	318,561
Accruals	44,587	46,000	49,974
Banking Staffing Overuse	4,907	-	-
Employee Entitlements - Salaries	606,435	545,000	562,989
Employee Entitlements - Leave Accrual	15,239	20,000	24,119
	<u>843,670</u>	<u>705,641</u>	<u>955,643</u>

Payables for Exchange Transactions	843,670	705,641	955,643
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>843,670</u>	<u>705,641</u>	<u>955,643</u>

The carrying value of payables approximates their fair value.

11. Borrowings

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Loans due in one year	32,707	30,657	32,707
Loans due after one year	81,768	81,775	114,475
	<u>81,768</u>	<u>81,775</u>	<u>114,475</u>

The school has borrowings at 31 December 2024 of \$114,475 (31 December 2023 \$147,182). This loan is from ECCA for the purpose of installing LED lighting across the school. The loan is unsecured, interest is interest free and the loan is payable with equal instalments of \$8,177.

12. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	6,730	6,730	6,730
International Student Fees in Advance	5,870	5,870	5,870
Hostel Fees in Advance	59,222	62,894	62,894
Other revenue in Advance	75,070	85,373	119,988
	<u>146,892</u>	<u>160,867</u>	<u>195,482</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	419,633	419,633	331,145
Increase to the Provision During the Year	71,262	70,000	140,306
Use of the Provision During the Year	(27,570)	(115,000)	(51,818)
Provision at the End of the Year	463,325	374,633	419,633
Cyclical Maintenance - Current	133,047	72,393	122,393
Cyclical Maintenance - Non current	330,278	302,240	297,240
	463,325	374,633	419,633

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / Cyclical plan approved with Project Manager and Board.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	99,489	86,838	81,838
Later than One Year and no Later than Five Years	114,127	143,507	118,507
	213,616	230,345	200,345
Represented by			
Finance lease liability - Current	99,489	86,838	81,838
Finance lease liability - Non current	114,127	143,507	118,507
	213,616	230,345	200,345

15. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5 YA Emergency Work	6,579	-	(5,338)	-	1,241
S Block Refurbishment	(84,812)	-	(93,405)	222,451	44,235
5YA Roof Replacement	24,074	-	-	-	24,074
Electrical Switch Board	-	-	(9,546)	-	(9,546)
Totals	(54,159)	-	(108,290)	222,451	60,003

Represented by:

Funds Held on Behalf of the Ministry of Education	69,549
Funds Receivable from the Ministry of Education	(9,546)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5 YA Emergency Work	3,092	5,339	(1,852)	-	6,579
S Block Refurbishment	(12,838)	611,504	(732,297)	48,819	(84,812)
5YA Roof Replacement	24,074	-	-	-	24,074
Electrical Switch Board	-	-	-	-	-
Totals	14,328	616,843	(734,149)	48,819	(54,159)

Represented by:

Funds Held on Behalf of the Ministry of Education	30,653
Funds Receivable from the Ministry of Education	(84,812)

16. 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.

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	7,750	8,840
<i>Leadership Team</i>		
Remuneration	901,711	832,343
Full-time equivalent members	6	6
Total key management personnel remuneration	<u>909,461</u>	<u>841,183</u>

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (5 members) committees that meet each term. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	210-220
Benefits and Other Emoluments	0-5	0-5
Termination Benefits		

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5	11
110-120	9	10
120-130	4	4
130-140	2	2
140-150	0	0
150-160	1.00	1.00
	21.00	28.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$317,465 (2023:\$750,822) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
S Block Refurbishment	\$ 52,987
5YA Roofing Project	263,237
5 YA Emergency Work Library Roof	1,241
Total	317,465

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	890,109	759,143	895,324
Receivables	557,033	519,159	519,159
Investments - Term Deposits	1,000,000	1,000,000	1,000,000
Total financial assets measured at amortised cost	<u>2,447,142</u>	<u>2,278,302</u>	<u>2,414,483</u>

Financial liabilities measured at amortised cost

Payables	843,670	705,641	955,643
Borrowings - Loans	81,768	81,775	114,475
Finance Leases	213,616	230,345	200,345
Total financial liabilities measured at amortised cost	<u>1,139,054</u>	<u>1,017,761</u>	<u>1,270,463</u>

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF EDGEWATER COLLEGE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

We have audited the financial statements of the School on pages 02 to 23 that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 24 to 37, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink that reads 'Cameron Town'.

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

Edgewater College Annual Report 2024

Kiwi Sport Funding 2024

In 2024 Edgewater College received \$17,391 (net) in Kiwi Sport funding.

This funding contributes to the employment of a Director of Sport who manages after school sports activities and competitions as well as organising lunchtime sport. Ten after school competitive sports are played, with 29% students participating (21% female, 36% male). These students usually participate in three to four sports and are supported by 31% of staff as coaches and managers.

The board confirms that the school is acting in line with the Equal Employment Opportunities requirements as per the Public Service Act. Refer Section 73 Public Service Act 2020 Good Employer Requirements.

Edgewater College annual reporting 2024

Included in this document are the following three sections of our Annual report for 2024

1. Statement of Variance 2024

- Analysis against target areas for 2024.

2. Evaluation of the school's students' progress and achievement

- Analysis for all learners in areas of Literacy, Numeracy and NCEA achievement.

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

- Clear equity targets and analysis for Māori learners in Literacy, Numeracy, NCEA, Attendance and Pastoral data.
- For further information see schoolwide Strategic and Annual Plan for 2025.

Summary Table

Targets and Measures

	Focus Areas	Targets	
		Excellence	Equity
Leadership	1. Graduate Profile - Capabilities	<ul style="list-style-type: none"> • Awarded (Bronze / Silver / Gold) – 90%+ • Good Award (Silver / Gold) – 50%+ • Excellent Award (Gold) – 20%+ 	<ul style="list-style-type: none"> • Māori and Pacific data is at or above excellence targets
	2. Graduate Profile - Award	<ul style="list-style-type: none"> • Awarded (Bronze / Silver / Gold) – 80%+ • Good Award (Silver / Gold) – 40%+ • Excellent Award (Gold) – 10%+ 	<ul style="list-style-type: none"> • Māori and Pacific data is at or above excellence targets
	3. Community Voice	<ul style="list-style-type: none"> • Community surveys via Mentor Days and in school events • Develop further measures and base line data in 2025 	
Curriculum Teaching and Learning	1. Literacy - PAT - L1	<ul style="list-style-type: none"> • Improvement against national standard • At or above National achievement rates 	<ul style="list-style-type: none"> • Māori and Pacific data is at or above excellence targets
	2. Numeracy - PAT - L1	<ul style="list-style-type: none"> • Improvement against national standard • At or above National achievement rates 	<ul style="list-style-type: none"> • Māori and Pacific data is at or above excellence targets
	3. NCEA / UE - L2 - L3 - UE	<ul style="list-style-type: none"> • At or above National achievement rates 	<ul style="list-style-type: none"> • Māori and Pacific data is at or above excellence targets
	4. Moderation	<ul style="list-style-type: none"> • Overall: Meets the requirements • 80%+ Consistent / 100% Consistent or Not Yet 	n/a
	5. Teacher Voice	<ul style="list-style-type: none"> • Focus in 2024 was development of Ngā Tikanga Whakaako • Develop further measures and base line data in 2025 	
Pastoral and student welfare	1. Attendance	<ul style="list-style-type: none"> • Awarded (Bronze / Silver / Gold) – 90%+ • Good (Silver / Gold) – 50%+ • Excellent (Gold) – 20%+ 	<ul style="list-style-type: none"> • Māori and Pacific attendance is at or above excellence targets
	2. Punctuality	<ul style="list-style-type: none"> • Develop measures and base line data in 2025 	
	3. Engagement - Ownership of Learning	<ul style="list-style-type: none"> • Awarded (Bronze / Silver / Gold) – 90%+ • Good (Silver / Gold) – 50%+ • Excellent (Gold) – 20%+ 	<ul style="list-style-type: none"> • Māori and Pacific engagement is at or above excellence targets
	4. Wellbeing	<ul style="list-style-type: none"> • Develop measures and base line data in 2025 • NZCER every two years, will be completed in 2025 	
	5. Student Voice	<ul style="list-style-type: none"> • Focus in 2024 was development of Ngā Tikanga Whakaako • Develop further measures and base line data in 2025 	

6. Key for review

Target met	In progress	Target areas
------------	-------------	--------------

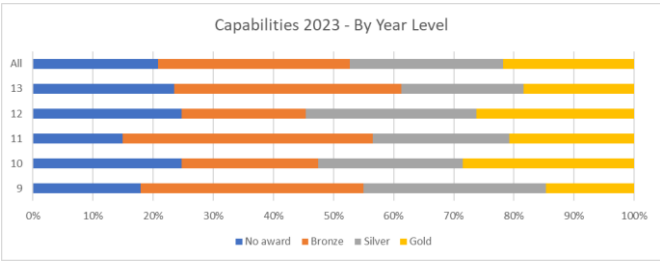
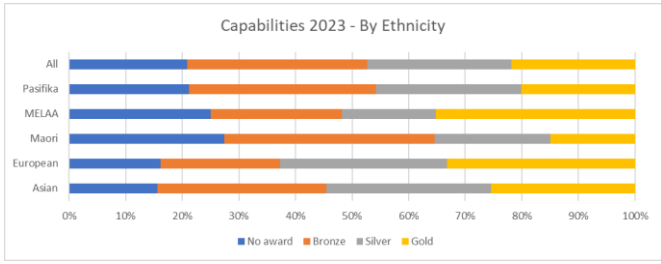
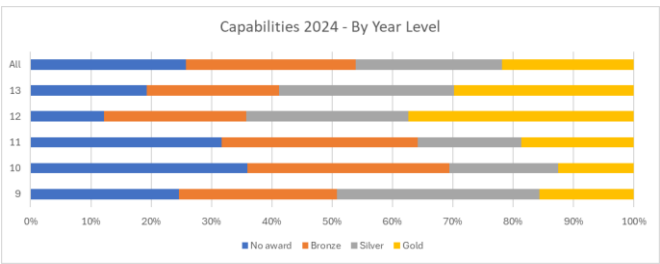
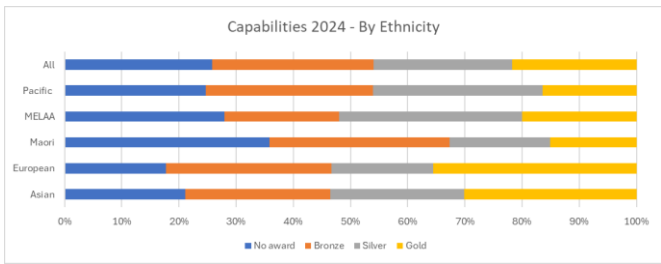
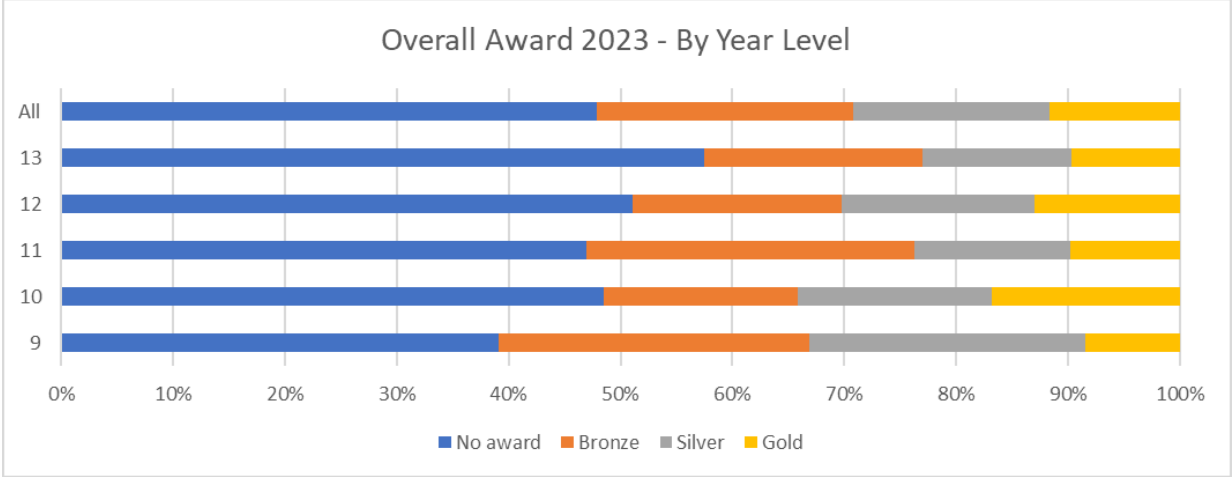
Part A: Curriculum, Teaching and Learning

1. GRADUATE PROFILE

a. Targets

	Excellence	Equity	
		Māori	Pacific
Capabilities	<ul style="list-style-type: none">Awarded (Bronze / Silver / Gold) – 90%+Good (Silver / Gold) – 50%+Excellent (Gold) – 20%+	At or above excellence targets	At or above excellence targets
Overall result	<ul style="list-style-type: none">Awarded (Bronze / Silver / Gold) – 80%+Good (Silver / Gold) – 40%+Excellent (Gold) – 10%+	At or above excellence targets	At or above excellence targets

b. Results

	Excellence		Equity	
Capabilities				
	All Learners Awarded: 79% Good: 48% Excellent: 22%		Māori Ākonga Awarded: 72% Good: 36% Excellent: 15%	Pacific Learners Awarded: 79% Good: 47% Excellent: 20%
				
	All Learners Awarded: 79% Good: 48% Excellent: 22%		Māori Ākonga Awarded: 64% Good: 33% Excellent: 16%	Pacific Learners Awarded: 75% Good: 47% Excellent: 18%
Overall Award				

	<div>Overall Award 2024 - By Year Level</div> <table border="1"> <caption>Overall Award 2024 - By Year Level Data (Estimated)</caption> <thead> <tr> <th>Year Level</th> <th>No award</th> <th>Bronze</th> <th>Silver</th> <th>Gold</th> </tr> </thead> <tbody> <tr><td>All</td><td>33%</td><td>25%</td><td>24%</td><td>18%</td></tr> <tr><td>13</td><td>28%</td><td>20%</td><td>28%</td><td>24%</td></tr> <tr><td>12</td><td>24%</td><td>20%</td><td>28%</td><td>28%</td></tr> <tr><td>11</td><td>36%</td><td>29%</td><td>15%</td><td>20%</td></tr> <tr><td>10</td><td>43%</td><td>29%</td><td>18%</td><td>10%</td></tr> <tr><td>9</td><td>31%</td><td>23%</td><td>34%</td><td>12%</td></tr> </tbody> </table>			Year Level	No award	Bronze	Silver	Gold	All	33%	25%	24%	18%	13	28%	20%	28%	24%	12	24%	20%	28%	28%	11	36%	29%	15%	20%	10	43%	29%	18%	10%	9	31%	23%	34%	12%	
Year Level	No award	Bronze	Silver	Gold																																			
All	33%	25%	24%	18%																																			
13	28%	20%	28%	24%																																			
12	24%	20%	28%	28%																																			
11	36%	29%	15%	20%																																			
10	43%	29%	18%	10%																																			
9	31%	23%	34%	12%																																			
	<div>All Learners 2023</div> <div>Awarded: 52%</div> <div>Good: 29%</div> <div>Excellent: 12%</div>		<div>All Learners 2024</div> <div>Awarded: 57%</div> <div>Good: 42%</div> <div>Excellent: 18%</div>																																				
	<div>Overall Award 2023 - By Ethnicity</div> <table border="1"> <caption>Overall Award 2023 - By Ethnicity Data (Estimated)</caption> <thead> <tr> <th>Ethnicity</th> <th>No award</th> <th>Bronze</th> <th>Silver</th> <th>Gold</th> </tr> </thead> <tbody> <tr><td>All</td><td>48%</td><td>23%</td><td>17%</td><td>12%</td></tr> <tr><td>Pasifika</td><td>51%</td><td>21%</td><td>19%</td><td>9%</td></tr> <tr><td>MELAA</td><td>41%</td><td>23%</td><td>14%</td><td>22%</td></tr> <tr><td>Maori</td><td>65%</td><td>20%</td><td>10%</td><td>5%</td></tr> <tr><td>European</td><td>41%</td><td>18%</td><td>23%</td><td>18%</td></tr> <tr><td>Asian</td><td>29%</td><td>32%</td><td>22%</td><td>17%</td></tr> </tbody> </table>			Ethnicity	No award	Bronze	Silver	Gold	All	48%	23%	17%	12%	Pasifika	51%	21%	19%	9%	MELAA	41%	23%	14%	22%	Maori	65%	20%	10%	5%	European	41%	18%	23%	18%	Asian	29%	32%	22%	17%	
Ethnicity	No award	Bronze	Silver	Gold																																			
All	48%	23%	17%	12%																																			
Pasifika	51%	21%	19%	9%																																			
MELAA	41%	23%	14%	22%																																			
Maori	65%	20%	10%	5%																																			
European	41%	18%	23%	18%																																			
Asian	29%	32%	22%	17%																																			
	<div>Overall Award 2024 - By Ethnicity</div> <table border="1"> <caption>Overall Award 2024 - By Ethnicity Data (Estimated)</caption> <thead> <tr> <th>Ethnicity</th> <th>No award</th> <th>Bronze</th> <th>Silver</th> <th>Gold</th> </tr> </thead> <tbody> <tr><td>All</td><td>33%</td><td>25%</td><td>24%</td><td>18%</td></tr> <tr><td>Pacific</td><td>35%</td><td>26%</td><td>27%</td><td>12%</td></tr> <tr><td>MELAA</td><td>28%</td><td>20%</td><td>32%</td><td>20%</td></tr> <tr><td>Maori</td><td>45%</td><td>27%</td><td>18%</td><td>10%</td></tr> <tr><td>European</td><td>29%</td><td>22%</td><td>18%</td><td>31%</td></tr> <tr><td>Asian</td><td>24%</td><td>24%</td><td>24%</td><td>28%</td></tr> </tbody> </table>			Ethnicity	No award	Bronze	Silver	Gold	All	33%	25%	24%	18%	Pacific	35%	26%	27%	12%	MELAA	28%	20%	32%	20%	Maori	45%	27%	18%	10%	European	29%	22%	18%	31%	Asian	24%	24%	24%	28%	
Ethnicity	No award	Bronze	Silver	Gold																																			
All	33%	25%	24%	18%																																			
Pacific	35%	26%	27%	12%																																			
MELAA	28%	20%	32%	20%																																			
Maori	45%	27%	18%	10%																																			
European	29%	22%	18%	31%																																			
Asian	24%	24%	24%	28%																																			
	<div>Māori Ākonga 2023</div> <div>Awarded: 36%</div> <div>Good: 16%</div> <div>Excellent: 8%</div>	<div>Pacific Learners 2023</div> <div>Awarded: 49%</div> <div>Good: 28%</div> <div>Excellent: 9%</div>	<div>Māori Ākonga 2024</div> <div>Awarded: 56%</div> <div>Good: 28%</div> <div>Excellent: 9%</div>	<div>Pacific Learners 2024</div> <div>Awarded: 65%</div> <div>Good: 38%</div> <div>Excellent: 12%</div>																																			

c. Analysis of Variance 2023

	Target met	In progress	Target areas
Capabilities	<ul style="list-style-type: none"> All Learners Excellent Pacific at or above 	<ul style="list-style-type: none"> All Learners Awarded All Learners Good Māori at or above 	<ul style="list-style-type: none"> Māori good
Overall award	<ul style="list-style-type: none"> All Learners Excellent 	<ul style="list-style-type: none"> All Leaners Awarded All Learners Good Pacific at or above 	<ul style="list-style-type: none"> Māori at or above

d. Analysis of Variance 2024

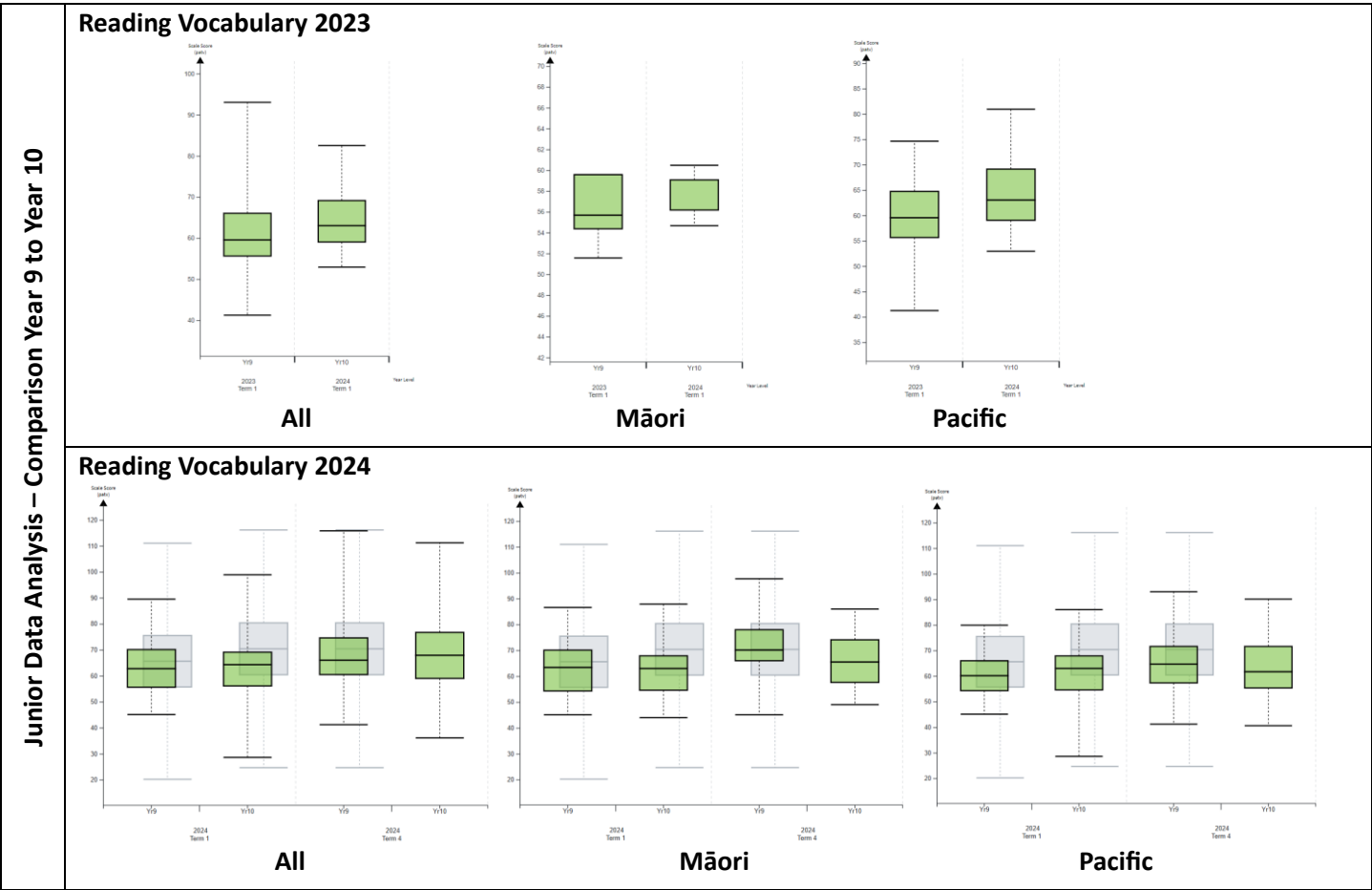
	Target met	In progress	Target areas
Capabilities	<div><div>All Learners Excellent</div><div>Pacific at or above</div></div>	<div><div>All Learners Awarded</div><div>All Learners Good</div><div>Māori at or above</div></div>	
Overall award	<div><div>All Learners Excellent</div><div>All Learners Good</div></div>	<div><div>All Leaners Awarded</div><div>Pacific at or above</div><div>Māori at or above</div></div>	<div><div>Māori Excellent</div></div>

2. LITERACY

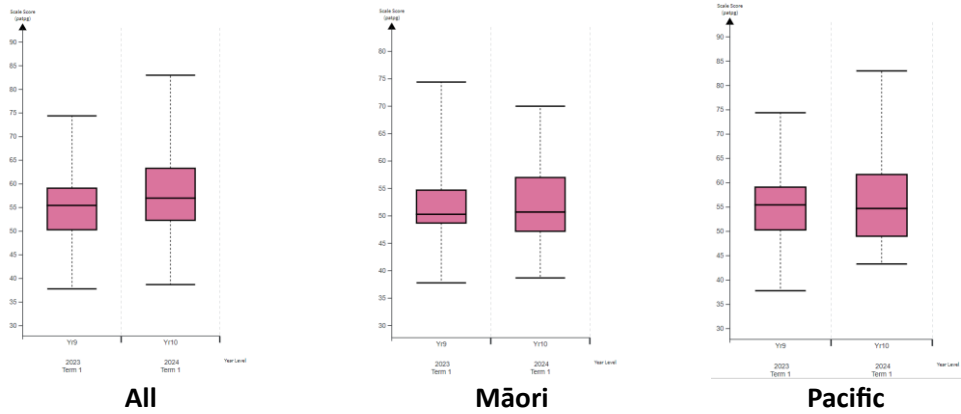
a. Targets

	Excellence	Equity	
		Māori	Pacific
Junior PAT Data	Evidence of accelerated progress in three PAT Literacy areas	At or above excellence targets	At or above excellence targets
NCEA Level 1	90%+	At or above excellence targets	At or above excellence targets

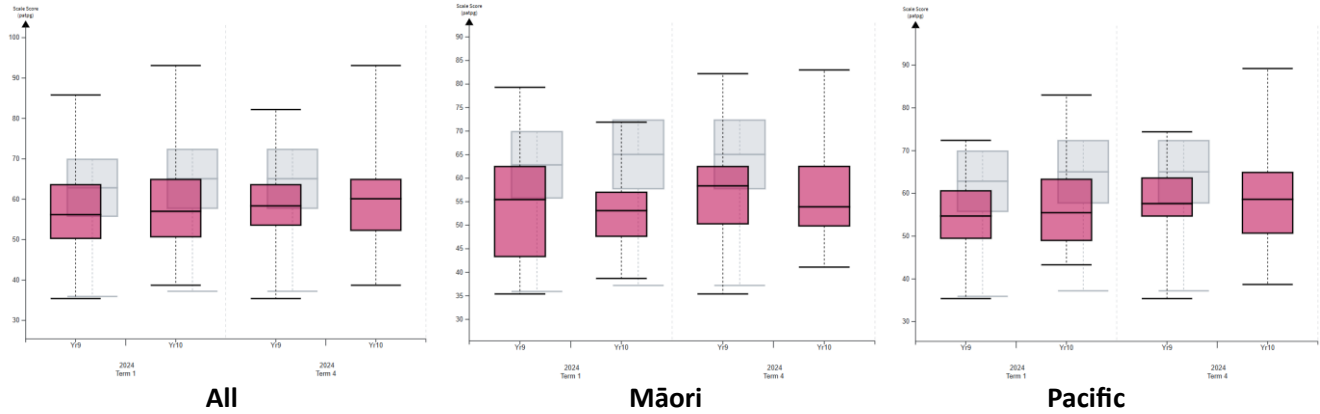
b. Results



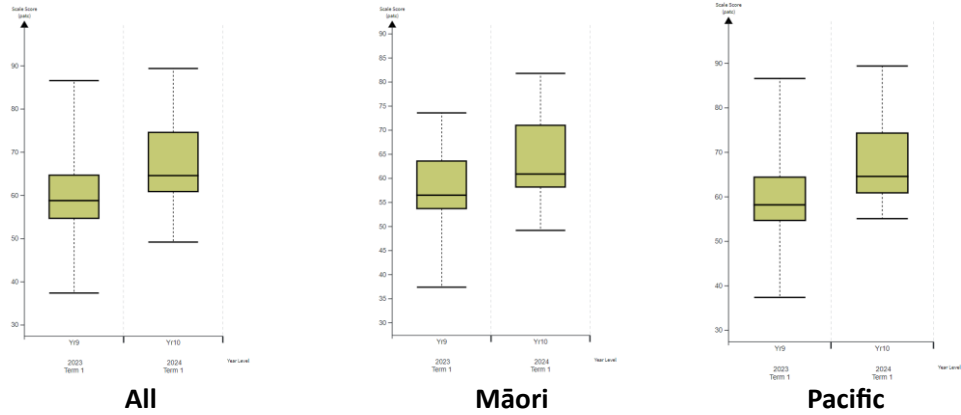
Punctuation and Grammar 2023



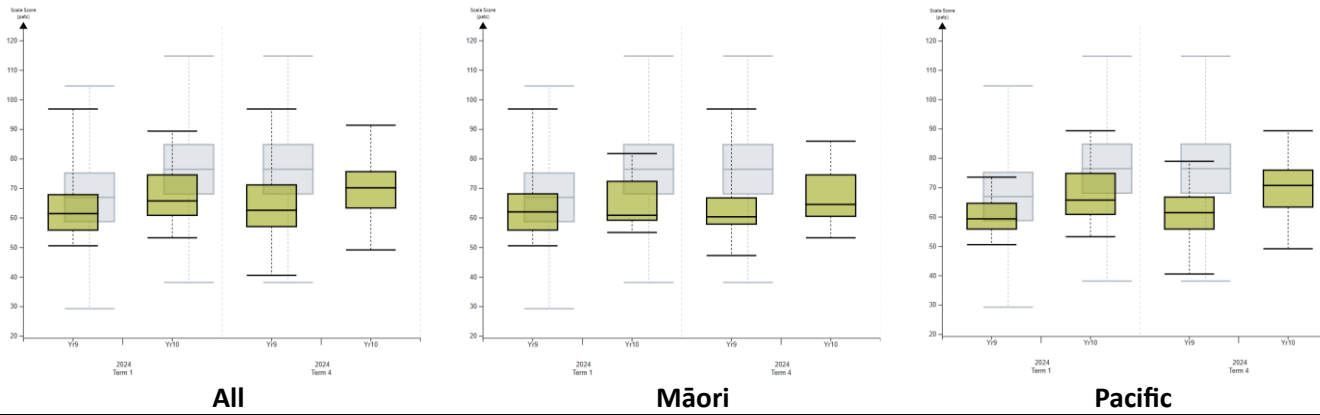
Punctuation and Grammar 2024



Reading Comprehension 2023 to 2024

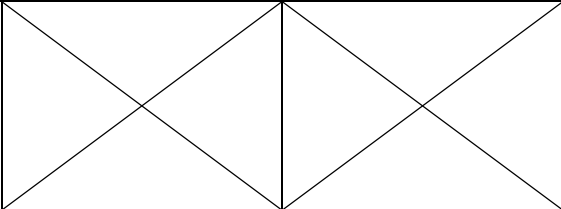



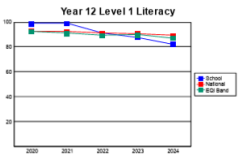

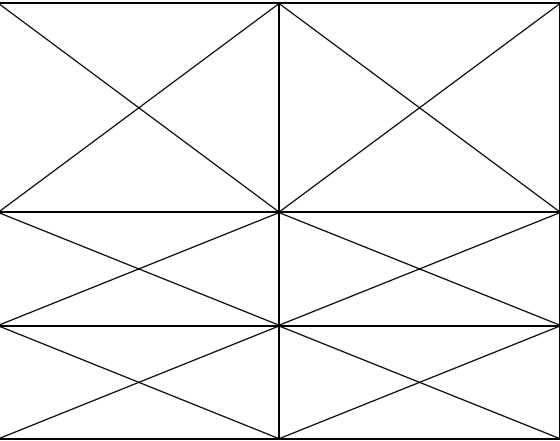
Reading Comprehension 2024



Senior Data

2023



2024 <div>    </div>				
Y11 Learners Edgewater: 75.2% National: 82.8% Equity Index Band: 77.8%	Y12 Learners Edgewater: 87.6% National: 90.8% Equity Index Band: 89.7%	Y13 Learners Edgewater: 98.1% National: 93.5% Equity Index Band: 92.3%		
Y11 Learners Edgewater: 49.7% National: 76.6% Equity Index Band: 69.1%	Y12 Learners Edgewater: 82.2% National: 89.1% Equity Index Band: 86.9%	Y13 Learners Edgewater: 92.7% National: 92.2% Equity Index Band: 91.7%		

c. Analysis of Variance 2023

	Target met	In progress	Target areas
Reading Vocabulary	<ul style="list-style-type: none"> Overall improvement Māori improvement Pacific improvement 		
Punctuation and Grammar		<ul style="list-style-type: none"> Overall improvement Pacific improvement 	<ul style="list-style-type: none"> Māori improvement
Reading Comprehension	<ul style="list-style-type: none"> Overall improvement Māori improvement Pacific improvement 		
NCEA Level 1 Literacy	<ul style="list-style-type: none"> Y13 Learners 		<ul style="list-style-type: none"> Y11 Learners Y12 Learners

d. Analysis of Variance 2024

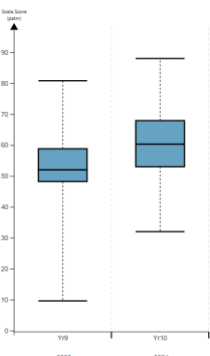
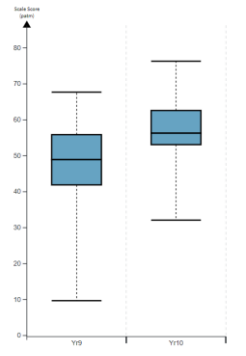
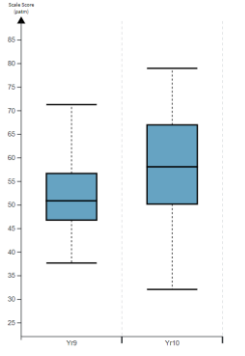
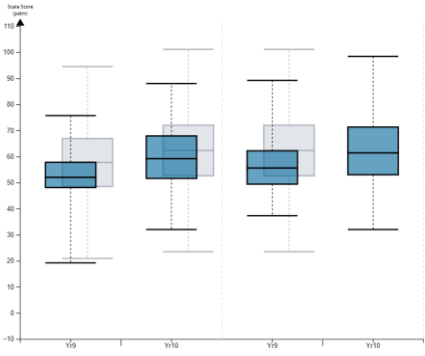
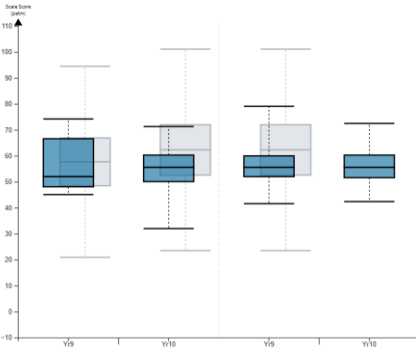
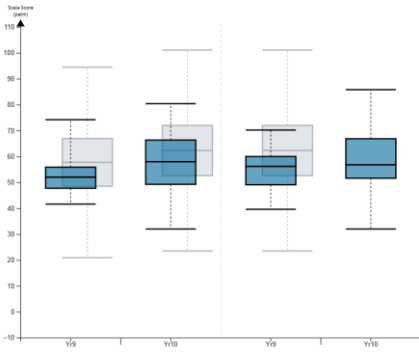



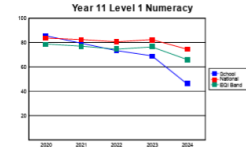
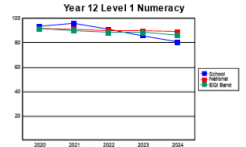
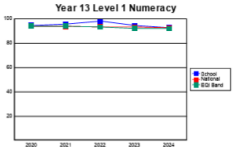
	Target met	In progress	Target areas
Reading Vocabulary	<ul style="list-style-type: none"> Overall improvement Māori improvement 	Pacific improvement	
Punctuation and Grammar		<ul style="list-style-type: none"> Overall improvement Pacific improvement Māori improvement 	
Reading Comprehension	<ul style="list-style-type: none"> Overall improvement Māori improvement Pacific improvement 		
NCEA Level 1 Literacy	<ul style="list-style-type: none"> Y13 Learners 	<ul style="list-style-type: none"> Y12 Learners 	<ul style="list-style-type: none"> Y11 Learners

3. NUMERACY

a. Targets

	Excellence	Equity	
		Māori	Pacific
PAT	Evidence of accelerated progress in PAT Mathematics	At or above excellence targets	At or above excellence targets
NCEA Level 1	90%+	At or above excellence targets	At or above excellence targets

b. Results

Junior Data Analysis	Mathematics PAT data – comparison Year 9 to Year 10 2023				
	 <p>All</p>	 <p>Māori</p>	 <p>Pacific</p>		
	Mathematics PAT data – comparison Year 9 to Year 10 2024				
	 <p>All</p>	 <p>Māori</p>	 <p>Pacific</p>		
Senior Data Analysis	<div>2023</div> <div><div>Year 11 Level 1 Numeracy</div></div> <div><div>Year 12 Level 1 Numeracy</div></div> <div><div>Year 13 Level 1 Numeracy</div></div>				
	<div>2024</div> <div><div>Year 11 Level 1 Numeracy</div></div> <div><div>Year 12 Level 1 Numeracy</div></div> <div><div>Year 13 Level 1 Numeracy</div></div>				
	Y11 Learners Edgewater: 69.1% National: 82.3% Equity Index Band: 76.6%		Y12 Learners Edgewater: 86.0% National: 90.0% Equity Index Band: 88.4%		Y13 Learners Edgewater: 94.3% National: 93.0% Equity Index Band: 92.1%
	Y11 Learners Edgewater: 46.5% National: 74.6% Equity Index Band: 66.0%		Y12 Learners Edgewater: 80.7% National: 89.1% Equity Index Band: 86.6%		Y13 Learners Edgewater: 92.7% National: 92.2% Equity Index Band: 92%

c. Analysis of Variance 2023

	Target met	In progress	Target areas
Mathematics	<ul style="list-style-type: none">Clear Shift in levels for overall and Māori target groups	<ul style="list-style-type: none">Some shift for Pacific learners	
NCEA Level 1 Numeracy	<ul style="list-style-type: none">Y13 Learners		<ul style="list-style-type: none">Y11 LearnersY12 Learners

d. Analysis of Variance 2024

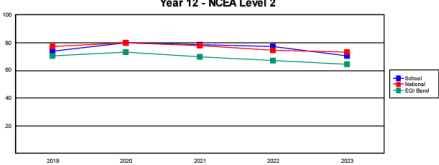
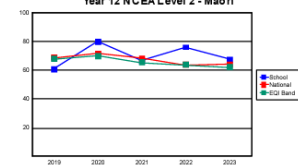
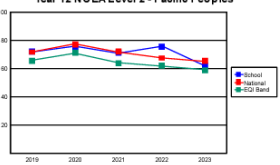
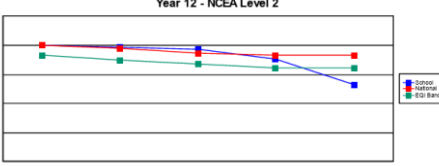
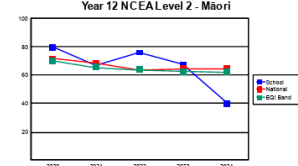
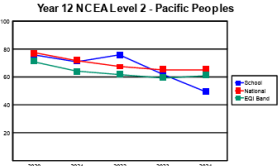
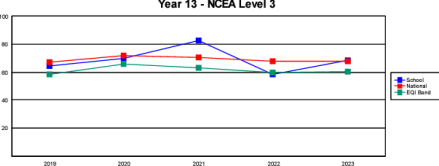
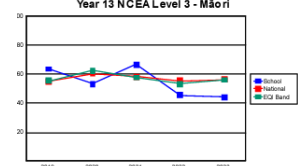
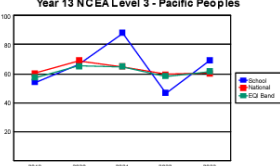
	Target met	In progress	Target areas
Mathematics	<ul style="list-style-type: none"> Shift for overall and Pacific learners 	<ul style="list-style-type: none"> Some shift for Māori learners 	
NCEA Level 1 Numeracy	<ul style="list-style-type: none"> Y13 Learners 	<ul style="list-style-type: none"> Y12 Learners 	<ul style="list-style-type: none"> Y11 Learners

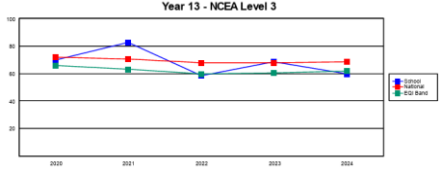
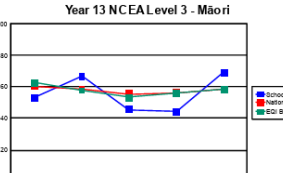
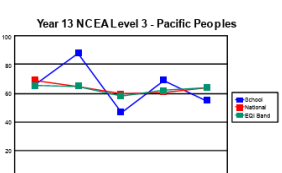
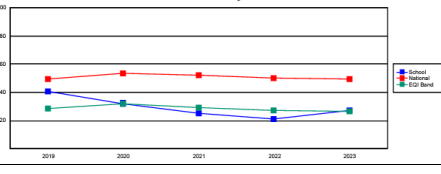
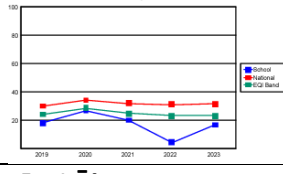
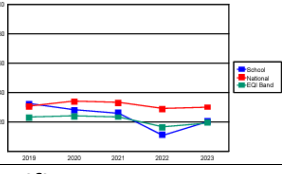
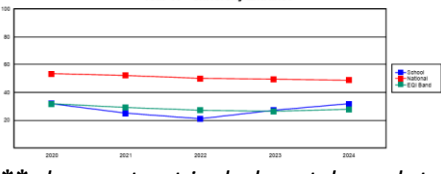
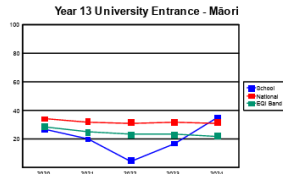
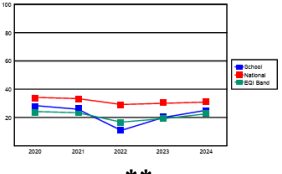
4. NCEA

a. Targets

	Excellence	Equity	
	All learners	Māori learners	Pacific learners
Level 2	At or above national level	At or above national level	At or above national level
Level 3	At or above national level	At or above national level	At or above national level
UE	At or above national level	At or above national level	At or above national level

b. Results

Level 2 2023			
	All Learners Edgewater: 70.5% National: 73.2% Equity Index Band: 64.5%	Māori Ākonga Edgewater: 67.7% National: 64.5% Equity Index Band: 62.4%	Pacific Learners Edgewater: 61.5% National: 64.9% Equity Index Band: 58.8%
Level 2 2024	 <p>** does not yet include catch up data</p>	 <p>**</p>	 <p>**</p>
	All Learners Edgewater: 67% (including catch up data) National: 73 % Equity Index Band: 64.3%	Māori Ākonga Edgewater: 54% (inc) National: 64.7% Equity Index Band: 62.3%	Pacific Learners Edgewater: 65% (inc) National: 65% Equity Index Band: 61%
Level 3 2023			
	All Learners Edgewater: 68.9% National: 67.6% Equity Index Band: 60.2%	Māori Ākonga Edgewater: 44.4% National: 56.2% Equity Index Band: 56.1%	Pacific Learners Edgewater: 69.1% National: 60.3% Equity Index Band: 61.6%

Level 3 2024	 <p>**does not yet include catch up data</p>		
	All Learners Edgewater: 62% (inc) National: 68.7% Equity Index Band: 61.9%	Māori Ākonga Edgewater: 69.2% National: 58.3% Equity Index Band: 58.4%	Pacific Learners Edgewater: 56% (inc) National: 64% Equity Index Band: 64.1%
UE 2023			
	All Learners Edgewater: 27.4% National: 49.7% Equity Index Band: 26.5%	Māori Ākonga Edgewater: 16.7% National: 31.2% Equity Index Band: 23.1%	Pacific Learners Edgewater: 20.0% National: 29.8% Equity Index Band: 19.0%
UE 2024	 <p>** does not yet include catch up data</p>		 <p>**</p>
	All Learners Edgewater: 33.8 % (inc) National: 49 % Equity Index Band: 27.7%	Māori Ākonga Edgewater: 34.6% National: 30.9% Equity Index Band: 21.9%	Pacific Learners Edgewater: 26.5% (inc) National: 30.8% Equity Index Band: 22.7%

c. Analysis of Variance 2023

	Target met	In progress	Target areas
Level 2	<ul style="list-style-type: none"> Māori Ākonga 	<ul style="list-style-type: none"> All Learners Pacific Learners 	
Level 3	<ul style="list-style-type: none"> All Learners Pacific Learners 		<ul style="list-style-type: none"> Māori Ākonga
UE		<ul style="list-style-type: none"> All Learners Pacific Learners 	<ul style="list-style-type: none"> Māori Ākonga

d. Analysis of Variance 2024

	Target met	In progress	Target areas
Level 2	<ul style="list-style-type: none"> Pacific Learners 	<ul style="list-style-type: none"> All Learners 	<ul style="list-style-type: none"> Māori Ākonga
Level 3	<ul style="list-style-type: none"> Māori Ākonga 	<ul style="list-style-type: none"> All Learners 	<ul style="list-style-type: none"> Pacific Learners
UE	<ul style="list-style-type: none"> Māori Ākonga 	<ul style="list-style-type: none"> All Learners Pacific Learners 	

5. MODERATION

a. Targets

	Excellence	Equity	
		Māori	Pacific
External Moderation	<ul style="list-style-type: none"> Overall: Meets the requirements 80%+ Consistent 100% Consistent or Not Yet 80%+ Meet the standard 100% Meet or Modify 		

b. Results

	Excellence											
2023 Overall	<ul style="list-style-type: none">Meets the majority of requirements											
2023 Assessor Judgements	<table><tr><td>Consistent</td><td>Not Received</td><td>Not Consistent</td><td>Not Yet Consistent</td></tr><tr><td>73%</td><td>1%</td><td>4%</td><td>22%</td></tr></table>				Consistent	Not Received	Not Consistent	Not Yet Consistent	73%	1%	4%	22%
	Consistent	Not Received	Not Consistent	Not Yet Consistent								
	73%	1%	4%	22%								
<ul style="list-style-type: none">73% Consistent95% Consistent or Not Yet												
2023 Assessment Task	<table><tr><td>Meets the standard</td><td>Require Modification</td><td colspan="2">Do not meet the standard</td></tr><tr><td>73%</td><td>21%</td><td colspan="2">6%</td></tr></table>				Meets the standard	Require Modification	Do not meet the standard		73%	21%	6%	
	Meets the standard	Require Modification	Do not meet the standard									
	73%	21%	6%									
<ul style="list-style-type: none">73% Meets the standard94% Meet or Modify												
2024 Overall	<ul style="list-style-type: none">Meets the requirements											
2024 Assessor Judgements	<table><tr><td>Consistent</td><td>Not Received</td><td>Not Consistent</td><td>Not Yet Consistent</td></tr><tr><td>73%</td><td>7%</td><td>0%</td><td>20%</td></tr></table>				Consistent	Not Received	Not Consistent	Not Yet Consistent	73%	7%	0%	20%
	Consistent	Not Received	Not Consistent	Not Yet Consistent								
	73%	7%	0%	20%								
<ul style="list-style-type: none">73% Consistent93% Consistent or Not Yet												
2024 Assessment Task	<table><tr><td>Meets the standard</td><td>Require Modification</td><td colspan="2">Do not meet the standard</td></tr><tr><td>75%</td><td>25%</td><td colspan="2">0%</td></tr></table>				Meets the standard	Require Modification	Do not meet the standard		75%	25%	0%	
	Meets the standard	Require Modification	Do not meet the standard									
	75%	25%	0%									
<ul style="list-style-type: none">75% Meets the standard100% Meet or Modify												

c. Analysis of Variance 2023

	Target met	In progress	Target areas
Moderation		<ul style="list-style-type: none"> Meets the majority of requirements Consistent Consistent or Not Yet Meets the standard Meet or Modify 	<ul style="list-style-type: none"> Business Studies 91384 Not Received / Not Consistent Do not meet the standard

d. Analysis of Variance 2024

	Target met	In progress	Target areas
Moderation	<ul style="list-style-type: none"> Meets the requirements 	<ul style="list-style-type: none"> Meets the standard Meet or Modify Consistent Consistent or Not Yet 	<ul style="list-style-type: none"> Not received (1) Not consistent (3)

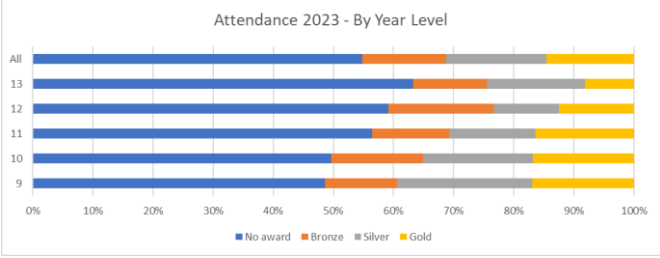
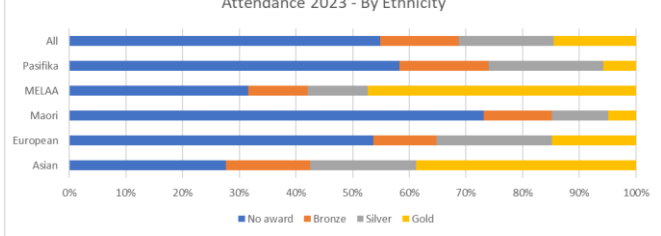
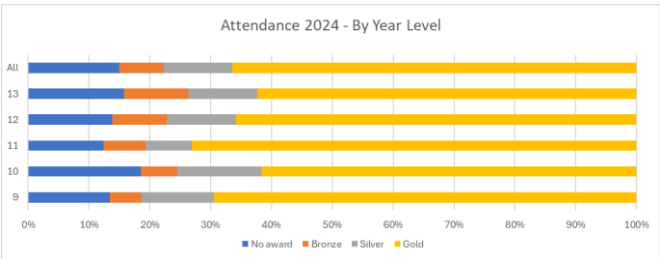
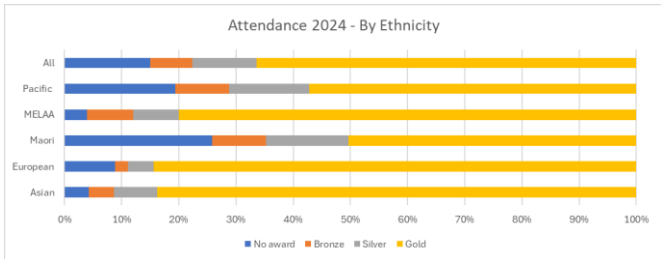
Part B: Student Welfare and Pastoral Care

1. Attendance

a. Targets

	Excellence	Equity	
		Māori	Pacific
Attendance Graduate Profile	<ul style="list-style-type: none">Awarded (Bronze / Silver / Gold) – 90%+Good (Silver / Gold) – 50%+Excellent (Gold) – 20%+	At or above excellence targets	At or above excellence targets

b. Results

Attendance	Excellence	Equity	
	 <p>80%+ is 45%</p>	 <p>Māori learners: 28% Pacific learners: 42%</p>	
	All Learners Awarded: 45% Good: 32% Excellent: 15%	Māori Ākonga Awarded: 27% Good: 15% Excellent: 5%	Pacific Learners Awarded: 42% Good: 27% Excellent: 6%
			
	All Learners Awarded: 85% Good: 78% Excellent: 56%	Māori Ākonga Awarded: 74% Good: 65% Excellent: 51%	Pacific Learners Awarded: 81% Good: 72% Excellent: 58%

c. Analysis of Variance

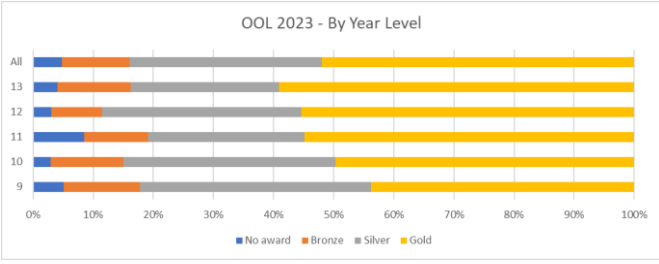
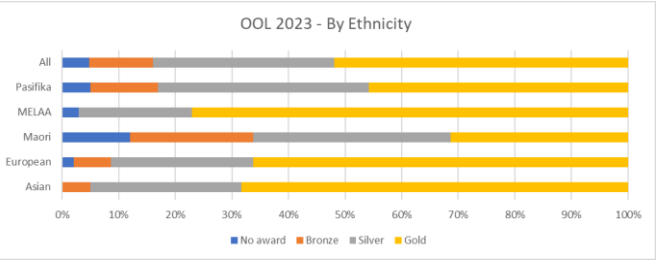
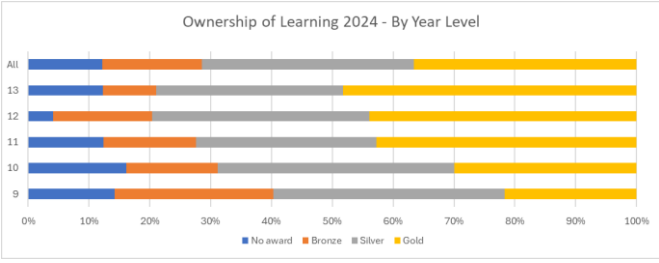
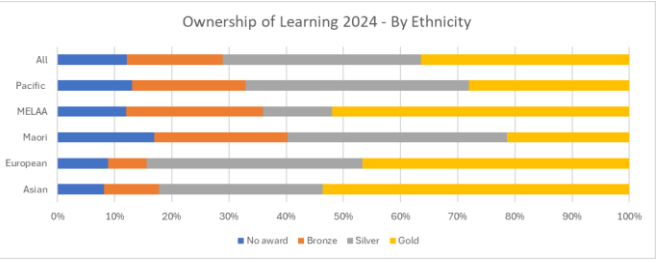
	Target met	In progress	Target areas
Attendance 2023			<ul style="list-style-type: none">All areas of Attendance are target areas for 2024Particular focus of Māori Ākonga and Pacific Learners via RRF
Attendance 2024	<ul style="list-style-type: none">All learnersPacific LearnersMāori Ākonga – Good and Excellent	<ul style="list-style-type: none">Māori Ākonga Awarded	

2. Engagement

a. Targets

	Excellence	Equity	
		Māori	Pacific
Ownership of Learning	<ul style="list-style-type: none">Awarded (Bronze / Silver / Gold) – 90%+Good (Silver / Gold) – 50%+Excellent (Gold) – 20%+	At or above excellence targets	At or above excellence targets

b. Results

Ownership of Learning	Excellence	Equity	
			
	All Learners Awarded: 96% Good Award: 84% Excellent Award: 51%	Māori Ākonga Awarded: 88% Good Award: 57% Excellent Award: 31%	Pacific Learners Awarded: 96% Good Award: 83% Excellent Award: 46%
			
	All Learners Awarded: 88% Good Award: 72% Excellent Award: 38%	Māori Ākonga Awarded: 84% Good Award: 50% Excellent Award: 21%	Pacific Learners Awarded: 87% Good Award: 68% Excellent Award: 28%

c. Analysis of Variance

	Target met	In progress	Target areas
Ownership of Learning 2023	<ul style="list-style-type: none">Overall AwardedOverall GoodOverall ExcellentPacific learners Awarded / GoodMāori Ākonga – Good and Excellent	<ul style="list-style-type: none">Māori Ākonga – AwardedPacific learners - Excellent	
Ownership of Learning 2024	<ul style="list-style-type: none">All learnersAll Pacific LearnersGood and Excellent Māori Ākonga	<ul style="list-style-type: none">Māori Ākonga – Awarded	

3. Wellbeing

a. Targets

	Excellence	Equity	
		Māori	Pacific
2024 Wellbeing	Set measure and targets for 2025	At or above Excellence Targets	At or above Excellence Targets

b. Results

	Excellence	Equity
Results	<ul style="list-style-type: none">Pulse tool used at Years 10 and 12	<ul style="list-style-type: none">Pulse data disaggregated by Ethnicity

The pulse tool did not prove to be a useful measure for wellbeing for students or staff. We will return to the NZCER measures of wellbeing for 2025 as part of our overall new “Consultation” strategy.

c. Analysis of Variance

	Target met	In progress	Target areas
2024 Wellbeing		<ul style="list-style-type: none">Targets setMeasure set	