

# EDGEWATER COLLEGE



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

### School Directory

<b>Ministry Number:</b>	79
<b>Principal:</b>	Louise Addison
<b>School Address:</b>	32 Edgewater Drive, Pakuranga, Auckland, 2010
<b>School Postal Address:</b>	32 Edgewater Drive, Pakuranga, Auckland, 2010
<b>School Phone:</b>	09 576 9039
<b>School Email:</b>	<a href="mailto:enquiries@edgewater.school.nz">enquiries@edgewater.school.nz</a>
<b>Accountant / Service Provider:</b>	Janet Van Borssum Business Manager - Edgewater College
<b>Members of the Board:</b>	

Name	Position	How Position Gained	Term Expired/ Expires
Amy Broadmore	Presiding Member	Re-Elected September 2025	June 2028
Louise Addison	Principal ex Officio		
Jonathan Scanlan	Parent Representative	Re-elected September 2025	June 2028
Audrey Afamasaga	Parent Representative	Elected September 2025	June 2028
Hayley Newton	Parent Representative	Elected September 2025	June 2028
Tony Shirley	Parent Representative	Elected September 2025	June 2028
Smitha Menon	Co-Opted Representative	Co-Opted November 2025	June 2028
Oscar	Student Representative		December 2026
Faye Booker	Staff Representative		June 2028

# EDGEWATER COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Statement of Comprehensive Revenue and Expense
<a href="#">3</a>	Statement of Changes in Net Assets/Equity
<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6 - 18</a>	Notes to the Financial Statements
<a href="#">19 - 22</a>	Independent Auditor's Report

# Edgewater College

## 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.

Amy Broadmore

---

Full Name of Presiding Member



---

Signature of Presiding Member

25 May 2025

---

Date

Louise Addison

---

Full Name of Principal



---

Signature of Principal

25 May 2025

---

Date

# Edgewater College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	10,789,579	10,457,575	11,360,231
Locally Raised Funds	3	140,173	101,921	157,701
Interest		65,398	71,000	94,614
<b>Total Revenue</b>		<b>10,995,150</b>	<b>10,630,496</b>	<b>11,612,546</b>
<b>Expense</b>				
Locally Raised Funds	3	114,469	114,872	132,779
Learning Resources	4	7,332,230	7,168,547	7,158,426
Administration	5	750,329	681,918	1,355,212
Interest		17,489	16,785	14,709
Property	6	2,725,847	2,625,951	2,778,902
Loss on Disposal of Property, Plant and Equipment		587	-	2,546
<b>Total Expense</b>		<b>10,940,951</b>	<b>10,608,073</b>	<b>11,442,574</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>54,199</b>	<b>22,423</b>	<b>169,972</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>54,199</b>	<b>22,423</b>	<b>169,972</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.

# Edgewater College

## 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>		3,243,883	3,243,883	2,933,098
Total comprehensive revenue and expense for the year		54,199	22,423	169,972
Contribution - Furniture and Equipment Grant		22,770	-	45,912
Contribution - Te Mana Tuhono		-	-	94,901
<b>Equity at 31 December</b>		3,320,852	3,266,306	3,243,883
Accumulated comprehensive revenue and expense		3,320,852	3,266,306	3,243,883
<b>Equity at 31 December</b>		3,320,852	3,266,306	3,243,883

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,110,431	629,566	890,109
Accounts Receivable	8	855,434	557,033	557,033
Prepayments		5,139	5,368	5,368
Investments	9	1,000,000	1,000,000	1,000,000
Funds Receivable for Capital Works Projects	16	0	-	9,546
		<u>2,971,004</u>	<u>2,191,967</u>	<u>2,462,056</u>
<b>Current Liabilities</b>				
GST Payable		14,033	-	(36,379)
Accounts Payable	11	955,902	843,672	843,670
Borrowings	12	32,707	32,707	32,707
Revenue Received in Advance	13	153,795	71,822	146,892
Provision for Cyclical Maintenance	14	38,035	49,837	133,047
Finance Lease Liability	15	85,149	99,489	99,489
Funds held for Capital Works Projects	16	292,355	-	69,549
		<u>1,571,976</u>	<u>1,097,527</u>	<u>1,288,975</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,399,028</b>	<b>1,094,440</b>	<b>1,173,081</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	2,511,408	2,735,339	2,596,976
		<u>2,511,408</u>	<u>2,735,339</u>	<u>2,596,976</u>
<b>Non-current Liabilities</b>				
Borrowings	12	49,061	49,068	81,768
Provision for Cyclical Maintenance	14	410,262	400,278	330,278
Finance Lease Liability	15	130,261	114,127	114,127
		<u>589,584</u>	<u>563,473</u>	<u>526,173</u>
<b>Net Assets</b>		<u><u>3,320,852</u></u>	<u><u>3,266,306</u></u>	<u><u>3,243,884</u></u>
<b>Equity</b>		<u><u>3,320,852</u></u>	<u><u>3,266,306</u></u>	<u><u>3,243,883</u></u>

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		3,132,904	3,361,107	3,241,863
Locally Raised Funds		149,137	3,756	114,313
Hostel		(85)	(85)	(3,672)
International Students		-	(5,870)	-
Goods and Services Tax (net)		50,412	36,379	123,055
Payments to Employees		(1,680,504)	(1,788,271)	(1,784,406)
Payments to Suppliers		(1,094,649)	(1,157,308)	(1,224,266)
Interest Paid		(17,489)	(16,785)	(14,709)
Interest Received		83,544	100,050	87,219
Net cash from/(to) Operating Activities		623,270	532,973	539,397
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(587)	-	(2,546)
Purchase of Property Plant & Equipment (and Intangibles)		(239,581)	(560,000)	(664,111)
Net cash from/(to) Investing Activities		(240,168)	(560,000)	(666,657)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		22,770	(140,813)	140,813
Finance Lease Payments		(97,695)	-	(100,226)
Loans Received		(32,707)	(32,700)	(32,707)
Funds Administered on Behalf of Other Parties		(55,148)	(60,003)	114,162
Net cash from/(to) Financing Activities		(162,780)	(233,516)	122,042
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>220,322</b>	<b>(260,543)</b>	<b>(5,218)</b>
Cash and cash equivalents at the beginning of the year	7	890,109	890,109	895,324
<b>Cash and cash equivalents at the end of the year</b>	7	<b>1,110,431</b>	<b>629,566</b>	<b>890,106</b>

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

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

# Edgewater College

## Notes to the Financial Statements

### For the year ended 31 December 2025

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

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

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

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

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

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

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

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

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

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

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

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 21.

#### ***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 **[details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)]**.

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 School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

#### **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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for The School's financial liabilities comprise accounts payable, borrowings, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

#### **q) 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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,858,039	2,971,948	2,897,601
Teachers' Salaries Grants	5,309,249	4,995,893	5,049,717
Use of Land and Buildings Grants	1,980,504	1,966,831	2,115,928
Ka Ora, Ka Ako - Healthy School Lunches Programme	366,922	274,556	957,630
Other Government Grants	274,865	248,347	339,355
	<u>10,789,579</u>	<u>10,457,575</u>	<u>11,360,231</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>			
Donations and Bequests	10,000	25,000	11,745
Fees for Extra Curricular Activities	42,564	23,450	61,782
Trading	55,240	35,996	42,779
Fundraising and Community Grants	3,188	-	3,143
Other Revenue	29,181	17,475	38,252
	<u>140,173</u>	<u>101,921</u>	<u>157,701</u>
<b>Expense</b>			
Extra Curricular Activities Costs	112,497	114,872	130,525
Fundraising and Community Grant Costs	1,972	-	2,254
	<u>114,469</u>	<u>114,872</u>	<u>132,779</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>25,704</u>	<u>(12,951)</u>	<u>24,922</u>

Donations include a \$9,600 from All Saints Church to be used for under privileged children to support their learning through uniforms and contributions to extra curricular activities. (2024 \$7,800)

## 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	206,124	245,838	228,695
Information and Communication Technology	68,757	78,236	60,174
Employee Benefits - Salaries	6,589,017	6,354,908	6,424,536
Staff Development	30,804	44,050	34,860
Depreciation	424,639	421,637	394,312
Other Learning Resources	12,889	23,878	15,849
	<u>7,332,230</u>	<u>7,168,547</u>	<u>7,158,426</u>

## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	13,837	13,987	13,336
Board Fees and Expenses	19,689	23,089	18,998
Legal Fees	-	500	5,105
Other Administration Expenses	40,748	45,937	42,471
Employee Benefits - Salaries	286,550	300,497	294,405
Insurance	20,374	23,102	23,267

Service Providers, Contractors and Consultancy	-	250	-
Ka Ora, Ka Ako - Healthy School Lunches Programme	369,131	274,556	957,630
	<u>750,329</u>	<u>681,918</u>	<u>1,355,212</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	2,014	-	6,868
Cyclical Maintenance	126,908	70,000	71,262
Heat, Light and Water	113,017	105,342	105,366
Rates	2,434	2,540	2,360
Repairs and Maintenance	136,402	110,838	138,007
Use of Land and Buildings	1,980,504	1,966,831	2,115,928
Employee Benefits - Salaries	122,370	122,720	117,739
Other Property Expenses	242,198	247,680	221,372
	<u>2,725,847</u>	<u>2,625,951</u>	<u>2,778,902</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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	1,110,431	629,566	890,109
Cash and cash equivalents for Statement of Cash Flows	<u>1,110,431</u>	<u>629,566</u>	<u>890,109</u>

Of the \$1,110,431 Cash and Cash Equivalents \$XXX,XXX is subject to restrictions for the following reasons:

- \$292,395 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.
- Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 13.

## 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	39,411	70,437	41,387
Receivables from the Ministry of Education	287,500	-	-
Interest Receivable	10,904	-	29,050
Teacher Salaries Grant Receivable	517,619	486,596	486,596
	<u>855,434</u>	<u>557,033</u>	<u>557,033</u>
Receivables from Exchange Transactions	50,315	70,437	70,437
Receivables from Non-Exchange Transactions	805,119	486,596	486,596
	<u>855,434</u>	<u>557,033</u>	<u>557,033</u>

## 9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	1,000,000	1,000,000	1,000,000
<b>Total Investments</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Buildings	903,086	-	-	-	(29,808)	<b>873,278</b>
Building Improvements	201,689	-	-	-	(20,825)	<b>180,864</b>
Furniture and Equipment	996,409	151,258	-	-	(169,175)	<b>978,492</b>
Information and Communication Technology	247,579	76,822	(514)	-	(94,552)	<b>229,335</b>
Motor Vehicles	14,149	-	-	-	(1,929)	<b>12,220</b>
Textbooks	23	-	-	-	-	<b>23</b>
Leased Assets	204,139	104,056	-	-	(104,596)	<b>203,599</b>
Library Resources	29,902	7,449	-	-	(3,754)	<b>33,597</b>
	<b>2,596,976</b>	<b>339,584</b>	<b>(514)</b>	<b>-</b>	<b>(424,639)</b>	<b>2,511,408</b>

The net carrying value of furniture and equipment held under a finance lease is \$165,999 (2024: \$153,940)

The net carrying value of motor vehicles held under a finance lease is \$37,599 (2024: 50,197)

### Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Buildings	1,461,270	(587,992)	<b>873,278</b>	1,461,270	(558,184)	<b>903,086</b>
Building Improvements	1,604,350	(1,423,486)	<b>180,864</b>	1,604,350	(1,402,661)	<b>201,689</b>
Furniture and Equipment	2,838,163	(1,859,671)	<b>978,492</b>	2,716,045	(1,719,636)	<b>996,409</b>
Information and Communication Technology	720,970	(491,635)	<b>229,335</b>	928,920	(681,341)	<b>247,579</b>
Motor Vehicles	114,355	(102,135)	<b>12,220</b>	114,355	(100,206)	<b>14,149</b>
Textbooks	43,874	(43,851)	<b>23</b>	43,874	(43,851)	<b>23</b>
Leased Assets	360,729	(157,130)	<b>203,599</b>	410,810	(206,671)	<b>204,139</b>
Library Resources	94,454	(60,857)	<b>33,597</b>	87,138	(57,236)	<b>29,902</b>
	<b>7,238,165</b>	<b>(4,726,757)</b>	<b>2,511,408</b>	<b>7,366,762</b>	<b>(4,769,786)</b>	<b>2,596,976</b>

## 11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	263,471	183,905	172,502
Accruals	26,643	39,225	44,587
Banking Staffing Overuse	-	-	4,907
Employee Entitlements - Salaries	646,809	605,542	606,435
Employee Entitlements - Leave Accrual	18,979	15,000	15,239
	<b>955,902</b>	<b>843,672</b>	<b>843,670</b>

Payables for Exchange Transactions	955,902	843,672	843,670
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-

Payables for Non-exchange Transactions - Other

-	-	-
955,902	843,672	843,670

The carrying value of payables approximates their fair value.

## 12. Borrowings

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Painting Contract due within one year	-	-	-
Loans due in one year	32,707	32,707	32,707
	<u>32,707</u>	<u>32,707</u>	<u>32,707</u>
Painting Contract due after one year	-	-	-
Loans due after one year	49,061	49,068	81,768
	<u>49,061</u>	<u>49,068</u>	<u>81,768</u>

The school has borrowings at 31 December 2024 of \$81,768 (31 December 2023 \$114,475). 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.

## 13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	6,730	6,730	6,730
International Student Fees in Advance	5,870	-	5,870
Hostel Fees in Advance	59,137	59,137	59,222
Other revenue in Advance	82,058	5,955	75,070
	<u>153,795</u>	<u>71,822</u>	<u>146,892</u>

## 14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	463,325	463,325	419,633
Increase/(decrease) to the Provision During the Year	126,908	70,000	71,262
Use of the Provision During the Year	(141,936)	(83,210)	(27,570)
Provision at the End of the Year	<u>448,297</u>	<u>450,115</u>	<u>463,325</u>
Cyclical Maintenance - Current	38,035	49,837	133,047
Cyclical Maintenance - Non current	410,262	400,278	330,278
	<u>448,297</u>	<u>450,115</u>	<u>463,325</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan / Cyclical plan approved with Project Manager and Board.

## 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	85,149	99,489	99,489
Later than One Year	130,261	114,127	114,127
	<u>215,410</u>	<u>213,616</u>	<u>213,616</u>
<b>Represented by</b>			
Finance lease liability - Current	85,149	99,489	99,489
Finance lease liability - Non current	130,261	114,127	114,127
	<u>215,410</u>	<u>213,616</u>	<u>213,616</u>

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

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5 YA Emergency Work	1,240	-	-	-	1,240
S Block Refurbishment	44,235	-	(44,965)	730	(0)
5 YA Roof Replacement	24,074	250,000	(133,276)	-	140,798
Electrical Switch Board	(9,546)	141,368	(2,783)	-	129,039
Drainage / Heating	-	32,400	(11,122)	-	21,278
Totals	<u>60,003</u>	<u>423,768</u>	<u>(192,146)</u>	<u>730</u>	<u>292,355</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	292,355
Funds Receivable from the Ministry of Education	(0)

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5 YA Emergency Work	6,579	-	(5,338)	-	1,240
S Block Refurbishment	(84,812)	-	(93,405)	222,451	44,235
5 YA Roof Replacement	24,074	-	-	-	24,074
Electrical Switch Board	-	-	(9,546)	-	(9,546)
Totals	<u>(54,159)</u>	<u>-</u>	<u>(108,289)</u>	<u>222,451</u>	<u>60,003</u>

### Represented by:

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

## 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, Principal, Deputy Principals and Heads of Departments.

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i>		
Remuneration	7,040	7,750
 <i>Leadership Team</i>		
Remuneration	950,341	901,711
Full-time equivalent members	6	6
 Total key management personnel remuneration	957,381	909,461

There are 8 members of the Board excluding the Principal. The Board has held **11** full meetings of the Board in the year. The Board also has Finance (3 members) and Property (3 members) committees that meet monthly and quarterly respectively. 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:

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240-250	220-230
Benefits and Other Emoluments	5-10	0-5
Termination Benefits	-	

### Other Employees

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	13.00	5.00
110 - 120	8.00	9.00
120- 130	8.00	4.00
130 - 140	2.00	2.00
140 -150	0.00	0.00
150-160	1.00	1.00
	32.00	21.00

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 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:

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	-	-
Number of People	-	-

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

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

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$559,431 (2024:\$317,465) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Electrical	168,025
5YA Roofing Project	365,288
5YA Emergency Work                      Library Roof	1,241
Drainage	24,877
<b>Total</b>	<b>559,431</b>

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

## 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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,110,431	629,566	890,109
Receivables	855,434	557,033	557,033
Investments - Term Deposits	1,000,000	1,000,000	1,000,000
Total financial assets measured at amortised cost	<u>2,965,865</u>	<u>2,186,599</u>	<u>2,447,142</u>

### Financial liabilities measured at amortised cost

Payables	955,902	843,672	843,670
Borrowings - Loans	49,061	49,068	81,768
Finance Leases	215,410	213,616	213,616
Total financial liabilities measured at amortised cost	<u>1,220,373</u>	<u>1,106,356</u>	<u>1,139,054</u>

**23. 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'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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 pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 25 May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

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

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Responsibility, 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 Responsibility, 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.

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 2025

### **Kiwi Sport Funding 2025**

In 2025 Edgewater College received \$17,441 (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 31% students participating (28% female, 34% male). These students usually participate in three to four sports and are supported by 39% of staff as coaches and managers.

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

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 2025

## 1. Statement of Variance 2025

- Analysis against target areas for 2025.

Met ✓	Partially Met ~	Not Met ✘
-------	-----------------	-----------

**VISION – An inclusive and innovative school that inspires a community of caring, courageous and curious learners.**  
**STRATEGIC GOAL 1: To ensure effective stewardship that supports our learning community**

OBJECTIVES (WHAT)	ACTIONS (HOW)	OUTCOMES (WHY)	2025	
Introducing	• Employment processes	• A review of employment processes is undertaken.	• Edgewater College meets its obligations in terms of legal and fair employment processes.	✓
	• Induction of new board	• Induction takes place for both new and existing Board members / roles.	• Useful and effective process for inducting new Board members is established. Strong governance is sustained through this term and beyond.	~
Developing	• Budget processes	• Budget processes and decisions are clearly communicated with the Board throughout the year. The Finance subcommittee actively engage with Budget processes to provide stewardship in this area.	• Budget surplus is sustained in keeping with overall finances.	✓
	• Health and Safety processes	• Remediation and proactive measures are recorded in monthly report.	• Health and Safety information is clearly communicated with the Board.	✓
Sustaining	• Principal Professional Growth cycle	• Structure continues to support Principal and clearly communicate PGC with the Board.	• Principal Appraisal / PGC is meaningful and supports ongoing improvement and learning.	✓
	• 5YA continues	• 5YA is rolled out according to timeline.	• School redevelopment is completed in line with the timeline.	✓
Reviewing	• Policy review and implementation	• Review of how school docs is used and reviewed in our school.	• We have a robust and effective policy system, including regular review in place at Edgewater College.	✓
	• EOTC	• Review of EOTC processes and approvals.	• Edgewater College board is meeting its legal obligation as a School Board.	~
	• Suspension / Exclusion / Expulsion processes	• Review of Suspension / Exclusion / Expulsion processes	• Edgewater College meets all its expectations in being a good employer.	~
	• Preparation for new 5YA	• Preparation for new 5YA is undertaken between Board and School Leadership	• The 5YA fits vision and values of the board.	✓
PL	• School Docs / Policies • Suspension / Exclusion / Expulsion processes	• School Docs / Policies will be part of professional learning. • Ongoing Professional Learning through NZSTA.	• All Board members will understand our policy processes and have good knowledge of key governance policies. • All Board members will understand their role in SEE processes.	✘

**STRATEGIC GOAL 2: To promote shared leadership for equity and excellence**

OBJECTIVES (WHAT)	ACTIONS (HOW)	OUTCOMES (WHY)	2025	
Introducing	• Ngā Tikanga Whakaako	• Introduction of our new teaching and learning model – Leadership focus Ranga Wairua, TTW, Uiuitanga.	• Ngā Tikanga Whakaako informs teaching and learning practice across the school and improves equity and excellence measures.	✓
	• Evaluation / self review	• Document systems of evaluation / self review.	• A documented system of evaluation and self-review informs decision making at Edgewater College.	~
	• Data analysis – equity and excellence	• Data is used effectively to analyse and review schoolwide equity and excellence.	• Data and analysis underpins decision making at Edgewater College	✓

Sustaining	<ul style="list-style-type: none"> <li>Leadership development</li> </ul>	<ul style="list-style-type: none"> <li>Focus on Kahui Ako roles and how they support attendance, literacy, numeracy and Māori Achievement across the school.</li> <li>Support of new Middle Leaders.</li> </ul>	<ul style="list-style-type: none"> <li>We are a community of leaders that effect meaningful and incremental positive change for our learners, particularly in the areas of equity and excellence.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>Vision and Values</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of Ngā Tikanga Whakako gives life to our vision and values across our school community.</li> </ul>	<ul style="list-style-type: none"> <li>Our school vision and values underpin all aspects of school life.</li> </ul>	✓
Reviewing	<ul style="list-style-type: none"> <li>Kāhui Ako</li> </ul>	<ul style="list-style-type: none"> <li>Kāhui Ako supports improvement of teaching and learning in the key areas: Literacy / Numeracy / Attendance / Māori Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Target ideas are identified and provide focus areas for improvement.</li> </ul>	~

**STRATEGIC GOAL 3: To ensure all students are supported to be passionate and successful learners through a safe and inclusive environment**

OBJECTIVES (WHAT)	ACTIONS (HOW)	OUTCOMES (WHY)	2025	
Introducing	<ul style="list-style-type: none"> <li>Ngā Tikanga Whakaako</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of our new teaching and learning model – Awhingatanga &amp; Uiuitanga.</li> </ul>	<ul style="list-style-type: none"> <li>Ngā Tikanga Whakaako underpins our Pastoral care / Student Welfare practices across our school.</li> </ul>	✓
Developing	<ul style="list-style-type: none"> <li>Student attendance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>New Attendance officer.</li> <li>Implementation of tracking and follow up programmes.</li> <li>New Kahui Ako roles working with learners with less than 80% attendance.</li> </ul>	<ul style="list-style-type: none"> <li>All student attendance and engagement is tracked in conjunction with whānau.</li> <li>Staff, students and whānau are aware of the engagement in classes.</li> <li>Mentors have excellent relationships with students and whānau and can discuss this with students, deans and whānau.</li> <li>Student achievement increases as learning is increasingly relevant and engaging.</li> <li>Attendance levels exceed 85% at all year levels.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>EOTC opportunities</li> </ul>	<ul style="list-style-type: none"> <li>EOTC opportunities are developed and provided across all year levels.</li> </ul>	<ul style="list-style-type: none"> <li>All students are able to access meaningful EOTC opportunities to support development of our Future Focused capabilities.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>Learning Support</li> </ul>	<ul style="list-style-type: none"> <li>Funded students have targeted in class support via Teacher Aides.</li> <li>IEPs are kept up to date and shared with all teachers.</li> <li>PLD for all staff on needs of students and supporting strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Students are supported in class to enhance achievement.</li> <li>Teachers are well-informed about needs of students to effectively support them.</li> <li>Teachers understand the needs of students and can use effective strategies.</li> </ul>	✓
Sustaining	<ul style="list-style-type: none"> <li>Transition / Induction</li> </ul>	<ul style="list-style-type: none"> <li>Induction of both staff and students is useful and meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>Clear processes support meaningful and effective transition and induction processes schoolwide.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>Hauora Hub / Deans suite</li> </ul>	<ul style="list-style-type: none"> <li>Development of Deans space for Whakawhanaungatanga and Awhina roles as part of extension of Dean support.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to access the pastoral support they need to be at school and engaged in their learning.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>Trauma Informed Strength Based Practice</li> </ul>	<ul style="list-style-type: none"> <li>Incorporation into NTW.</li> </ul>	<ul style="list-style-type: none"> <li>TISB is see in all pastoral interactions across our kura to support achievement and engagement for all learners.</li> </ul>	✓
Reviewing	<ul style="list-style-type: none"> <li>Whānau system</li> </ul>	<ul style="list-style-type: none"> <li>Review of whānau system across our school.</li> </ul>	<ul style="list-style-type: none"> <li>Whānau system supports our Vision, Values and Ngā Tikanga Whakaako.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>EOTC</li> </ul>	<ul style="list-style-type: none"> <li>Review of EOTC approval processes.</li> </ul>	<ul style="list-style-type: none"> <li>EOTC programmes planning and implementation ensure health and safety of all participants.</li> </ul>	~
	<ul style="list-style-type: none"> <li>Learning Support</li> </ul>	<ul style="list-style-type: none"> <li>Review of learning support provision across our school.</li> </ul>	<ul style="list-style-type: none"> <li>Effective learning support interventions are provided for all students with additional needs.</li> </ul>	✓

**STRATEGIC GOAL 4: To inspire a high quality teaching and learning community**

OBJECTIVES (WHAT)	ACTIONS (HOW)	OUTCOMES (WHY)	2025	
Introducing	<ul style="list-style-type: none"> <li>Ngā Tikanga Whakaako</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of our new teaching and learning model – Auahatanga &amp; Uiuitanga.</li> </ul>	<ul style="list-style-type: none"> <li>Ngā Tikanga Whakaako underpins our Curriculum, teaching and learning practices across our school.</li> </ul>	✓
Developing	<ul style="list-style-type: none"> <li>Junior Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Development of 2-year junior curricula that support students in gaining the knowledge and skills, literacy and numeracy they need to support success in the NCEA.</li> <li>Preparation for new English and Mx curricula in 2026.</li> </ul>	<ul style="list-style-type: none"> <li>All students in Years 9 and 10 engage in a relevant, culturally sustaining and meaningful programme of learning that supports future success in the NCEA.</li> <li>We are ready to implement these curricula as required in 2026.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>Senior Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of changed NCEA standards in year 11.</li> </ul>	<ul style="list-style-type: none"> <li>NCEA changes are understood, and we build on the new programmes introduced in 2024.</li> </ul>	✓

		<ul style="list-style-type: none"> <li>Further development of courses across Years 11 and 12 to support NCEA level 2 achievement.</li> </ul>		
	<ul style="list-style-type: none"> <li>Literacy and Numeracy practice</li> </ul>	<ul style="list-style-type: none"> <li>Implementation within Ledge, Nedge and junior programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Improved Literacy and Numeracy attainment in the NCEA.</li> </ul>	~
Sustaining	<ul style="list-style-type: none"> <li>Senior Curriculum and Assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>Develop assessment practices in keeping with recommendations from MNA.</li> </ul>	<ul style="list-style-type: none"> <li>All assessments meet the standards required in terms of assessment setting and marking.</li> </ul>	~
	<ul style="list-style-type: none"> <li>Graduate Profile</li> </ul>	<ul style="list-style-type: none"> <li>Support GP learning in mentor sessions.</li> <li>Support GP capabilities in junior curriculum planning and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>All aspects of college life are developed, measured and reported on. Ensuring that our values and future-focused capabilities are deliberately taught and reinforced.</li> </ul>	✓
Reviewing	<ul style="list-style-type: none"> <li>Literacy and Numeracy provision</li> </ul>	<ul style="list-style-type: none"> <li>Review of how we support students to meet the new NCEA Literacy and Numeracy requirements.</li> </ul>	<ul style="list-style-type: none"> <li>We have effective programmes to support all learners to meet the new NCEA Literacy and Numeracy requirements.</li> </ul>	✓
	<ul style="list-style-type: none"> <li>Careers / Futures</li> </ul>	<ul style="list-style-type: none"> <li>Review of Careers / futures provision in our school.</li> </ul>	<ul style="list-style-type: none"> <li>Our Careers provision is of the highest standard and supports effective careers education in Years 9 and 13 and beyond.</li> </ul>	~
	<ul style="list-style-type: none"> <li>Edge programme</li> </ul>	<ul style="list-style-type: none"> <li>Review of the Edge programme in our school.</li> </ul>	<ul style="list-style-type: none"> <li>Our Edge programme is engaging and leads to equitable and excellent achievement for its learners.</li> </ul>	✓

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

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

### A: NCEA data 2025

#### How well are our students achieving in the NCEA?

##### Level 1 Numeracy 2025:

- 89% for Year 11 students, compared with 78% nationally and 72% for similar schools.
  - 82% for Māori students, compared with 66% nationally and 66% for similar schools.
  - 89% for Pacific learners, compared with 69% nationally and 70% for similar schools.
  - 10% gender gap at year 11 (Female: 94%, Male 84%). This gap reduces to 3% by year 13.
- 90% for Year 12 students, compared with 88% nationally and 86% for similar schools.
  - 88% for Māori students, compared with 82% nationally and 83% for similar schools.
  - 97% for Pacific learners, compared with 84% nationally and 85% for similar schools.
- 96% for Year 13 students, compared with 93% nationally and 92% for similar schools.
  - 92% for Māori students, compared with 90% nationally and 92% for similar schools.
  - 98% for Pacific learners, compared with 93% nationally and 93% for similar schools.

Overall, very high levels of Numeracy across all year levels, above national rates at all levels, including for Māori and Pacific learners.

##### Level 1 Literacy 2025:

- 69% for Year 11 students, compared with 79% nationally and 73% for similar schools.
  - 64% for Māori students, compared with 70% nationally and 68% for similar schools.
  - 72% for Pacific learners, compared with 72% nationally and 70% for similar schools.
  - Gender gap of 14% at Year 11 (Female: 78%, Male 63%) reduces to 4% by Year 13.
- 76% for Year 12 students, compared with 88% nationally and 84% for similar schools.
  - 73% for Māori students, compared with 85% nationally and 85% for similar schools.
  - 76% for Pacific learners, compared with 84% nationally and 82% for similar schools.
- 95% for Year 13 students, compared with 92% nationally and 92% for similar schools.
  - 88% for Māori students, compared with 91% nationally and 93% for similar schools.
  - 96% for Pacific learners, compared with 93% nationally and 93% for similar schools.

Literacy at Years 11 and 12 remains a key focus area for us moving forward. It is positive that with additional time and support almost all Year 13 students attain NCEA Literacy. This data is linked in part to high numbers of ESOL students (approx. 30% of school roll) and significant changes in cohorts over the 5 years at Edgewater College. Our male students also do tend to take longer to achieve both Literacy and Numeracy, but this gap is reduced by Year 13.

**NCEA Level 1 2025:**

- 72% for Year 11 students, compared with 72% nationally and 63% for similar schools.
  - 39% for Māori students, compared with 61% nationally and 57% for similar schools.
  - 69% for Pacific learners, compared with 55% nationally and 53% for similar schools.
  - Gender gap 5% (Male: 70%, Female 75%), less than that nationally.

Very positive result well above similar schools and at national level. Māori student attainment had focused on literacy and numeracy, now moves to ensuring that this cohort gains NCEA Level 2.

The 2025 Māori cohort started in 2023 with Numeracy: 32% at or above and Literacy: 42%, compared with 49% and 52% for all learners. This explains some of the variation in achievement, however significantly higher percentages were achieved in Level 1 Literacy and Numeracy (64% and 82%) which does show accelerated progress which is pleasing.

**NCEA Level 2 2025:**

- 69% for Year 12 students, compared with 73% nationally and 67% for similar schools.
  - 61% for Māori students, compared with 64% nationally and 65% for similar schools.
  - 70% for Pacific learners, compared with 65% nationally and 62% for similar schools.
  - Gender gap of 7% (Female 72%, Male 65%). Similar to gap seen nationally.

Target to move above 80% in 2026 based on very positive Year 11 results in 2025 with good improvement in Numeracy, Literacy and Level 1 rates.

**NCEA Level 3 2025:**

- 74% for Year 13 students, compared with 73% nationally and 67% for similar schools.
  - 42% for Māori students, compared with 64% nationally and 65% for similar schools.
  - 72% for Pacific learners, compared with 65% nationally and 62% for similar schools.
  - No significant gender gap.

Excellent result, at national level and above similar schools. Pacific learners achievement very positive. Māori achievement a key target area.

**UE Participation based data (for those students entered into a UE based course):**

Year	Student Numbers	Participation based %
2023	29/36	81%
2024	38/44	86%
2025	32/40	80%

Goal going forward – 90%+ for participation data. Continuing to work with both Māori and Pacific learners in earlier years in school to support movement into a UE based pathway.

Good tracking of where our 2025 Year 13 learners are now. We have excellent success in supporting learners into their chosen pathway. Our next step is to further support learners into degree level courses as appropriate for each learner.

**Year 13 cohort destination data:**

Pathway	No.	Percentage
Further study	46	43%
University study	36	33%
Work	21	19%
Unknown	3	3%
Apprenticeship	1	1%
Mission	1	1%

In general we have very good success with supporting learners into academic pathways with large numbers of students continuing in Maths and Science courses via dedicated Level 2 pathways. (Statistics, Calculus, English, Chemistry and Physics numbers are high for a school in our context.)

## B: Longitudinal Data

*How is our data changing over time?*

Level	2023			2024			2025		
	EC	Nat	Similar	EC	Nat	Similar	EC	Nat	Similar
Literacy	75	83	78	50	79	73	69	79	73
Numeracy	69	82	77	47	75	66	89	78	72
L1	Did not offer			Did not offer			72	72	63
L2	71	73	65	60	74	65	69	73	67
L3	69	73	65	62	69	63	74	73	67
UE	27	50	27	35	51	28	28	50	32

Literacy and Numeracy had a significant drop in 2024 with new requirements. Literacy now close to that for similar schools (and shows good improvement based on entry data of that cohort). Numeracy is well above both National and Similar school data. Level 1 data is at National levels and above Similar School data.

Level 2 had drop in 2024, linked to new Literacy requirements. There was also a drop in both National and Similar school data that year as new requirements were introduced. Has improved again in 2025 to be exactly between Similar School and National Statistics.

Level 3 also had a dip in 2024 (as did national and similar data) good improvement in 2025 to be above Similar Schools and just above the National Rate for all schools.

UE has remained at rate for similar schools, except for 2024 when it was above similar schools. Participation based pass rates for UE has remained steady at approx. 80%+.

## C: Entrance Data

*What are the literacy and numeracy rates of students entering our kura?*

% of students at or above on Entry to Edgewater College

Cohort	All Learners		Ākonga Māori		Pacific Learners	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
2021 – 2025	53%	52%	50%	52%	47%	45%
2022 – 2026	55%	44%	49%	44%	50%	44%
2023 - 2027	51%	49%	42%	32%	48%	47%
2024 - 2028	65%	81%	56%	77%	63%	78%
2025 - 2029	62%	76%	76%	91%	61%	69%

Entry data from 2021 to 2023 showed approx. 45 - 55% of students entered at or above curriculum level. Of note is that the proportion of students 'above' expectation was less than 10% compared with 23% nationally.

Pacific Learner data has tended to be a little below that for the entire cohort. Māori data in 2023 was significantly lower than that across the school and this is seen in our NCEA Level 1 data in 2025.

There was a 10% improvement for Literacy and 25-30% improvement for Numeracy in the 2024 and 2025 cohorts. This improvement was more variable for our cohort of Māori learners. It was pleasing to see the entry levels for Māori learners in 2025 showed significant improvement. It is disappointing that the positive work done as part of the Kahui Ako in these years will not be able to be continued in the same way with the funding stopped.

## D: Leavers Data

*What does Leavers' data show about the achievement of our learners?*

Similar school data is not available for comparison purposes.

Level 1 or above

	2022	2023	2024
Edgewater College	80	84	88
NZ	86	85	84

**Level 2 or above**

	2022	2023	2024
Edgewater College	73	79	77
NZ	76	76	76

**Level 3 or above**

	2022	2023	2024
Edgewater College	46	55	50
NZ	53	53	55

Almost all students leave with Level 1, High majority with Level 2, Small majority with Level 3.

**E: Cohort data**

*How well do students make accelerated progress at Edgewater College?*

		2020 - 2024	2021 - 2025	2022 - 2026	2023 - 2027	2024 - 2028	2025 - 2029
Entrance Data	Literacy	54%	53%	55%	51%	65%	62%
	Numeracy	51%	52%	44%	49%	81%	76%
Year 9	English	Not tracked	Not tracked	64%	70%	75%	85%
	Mathematics	Not tracked	Not tracked	64%	83%	82%	86%
Year 10	English	Not tracked	Not tracked	65%	70%	81%	
	Mathematics	Not tracked	Not tracked	59%	78%	80%	
Year 11	Literacy	74%	75%	50%	70%		
	Numeracy	74%	69%	46%	89%		
Year 12	Literacy	88%	88%	76%			
	Numeracy	86%	82%	90%			
Year 13	Literacy	93%	95%				
	Numeracy	93%	97%				

Clear accelerated progress is seen across all cohorts.

For cohorts 2020 to 2022 both Literacy and Numeracy data shows the percentage of students at entry to Edgewater College that were at or above curriculum level was approx. 45 - 55%. By Year 11 this has progressed to 74% for both areas, and by Year 13 almost all students have gained both Literacy and Numeracy.

A targeted approach with the 2024 Year 11 cohort in 2025 has seen over 75% gain Literacy and 90% gain Numeracy. We are well placed to continue these improvements in 2026.

Our 2024 and 2025 cohorts have seen a rise of approx. 10% in students entering our school at or above in Literacy and 25 - 30 % rise in our students entering our school at or above in Numeracy. Good progress in both Literacy and Numeracy is seen across the junior school data for these cohorts.

Also of note is that 100% of Year 10 learners show accelerated progress in PAT Numeracy testing. This trend has been consistent for the past three years.