



TE KURA O WHAKAOHORAHI
BROAD BAY SCHOOL

ANNUAL REPORT 2025

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BROAD BAY SCHOOL BOARD MEMBERS

Board member names	Roll Type	Date that the board member's term finishes
Rebecca Gilbertson	Tumuaki/principal	ongoing
Esther Willing	Presiding Member	2026
Reiko Kurihara	Kaimahi/Staff Representative	2028
Pete Wheeler	Whānau/Family Representative	2026
Sophora Peat	Whānau/Family Representative	2028
Joanna McDougall	Whānau/Family Representative	2028
Marcus Wainwright	Whānau/Family Representative	2028

STATEMENT OF VARIANCE

<i>Planned actions</i>	<i>What we achieved</i>	<i>Reasons for variance</i>	<i>Where to next?</i>
Work with BBBC to get sailing programme running	• 2x sessions for Year 8 students achieved • Relationship with Broad Bay Boating Club achieved		• Continue boating programme in 2026 • Expand to offer programme to Year 7 & 8s. • Invite Portobello School to attend as part of our goal to grow our community connections
Develop new Garden to Table responsibilities for tamariki where they take ownership of patch of garden to nurture	• Gardens allocated to groups of students to care for • Planting plan developed and areas identified for best layout • Student ownership of planting and weeding achieved and planting plan developed to make the most of spaces	• Challenge - different sized beds and permanent plantings meant varied engagement in ownership	• Develop Garden to Table Year Overview integrating science, literacy, maths and Enviroschools to allow for more consistency in planting and cross curriculum engagement
Engage with DCC, Enviroschools, and other groups to broaden knowledge of kaimahi and tamariki and offer engaging learning experiences	• Adopt a Drain programme through DCC completed (3x sessions plus work with staff). • Engagement with Enviroschools to support Garden to Table programme. • Student attendance at annual Enviro hui. • Staff attendance at teacher annual Enviro hui. • Annual evaluation undertaken through Garden to Table on next steps for school.		

Develop an assessment matrix of Open Water Safety alongside Drowning Prevention Auckland, Surf Lifesaving, and other relevant organisations	Not achieved	Barriers - time and lack of engagement from Drowning Prevention Auckland and Surf Lifesaving.	- School to participate in beach education programme and embed this in rotation of programmes to ensure students have exposure to surf specific skills. - Utilise existing Open Water Safety planning documents to ensure breadth of skills taught by staff in open water safety programme.
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Strategic Goal: Ākoka: Learners at the Centre

Annual Target: Our kaiako can utilise the New Zealand Curriculum and supporting resources to create engaging mathematics opportunities where the ‘what, how, and why’ are easily identifiable.

<i>Planned actions</i>	<i>What we achieved</i>	<i>Reasons for variance</i>	<i>Where to next?</i>
Commitment with cluster of schools to engage Rob Proffitt White to provide support in numeracy	- All sessions attended - Follow up staff meetings held to explore content - Evidence of rich tasks shown in classroom programmes - Pop in sessions made available to staff for follow up support		Continue to engage with Rob Proffitt White in 2026 to further explore and embed engaging numeracy programmes
Attend in-person and online training for Ministry resources Utilise Ministry of Education resources to supplement practice opportunities for mathematics	- Tāhurangi Ministry website regularly referred to for updated resources - Online Oxford resources utilised ie classroom platforms - Regular staff meetings with discussion time to explore Ministry resources and discuss ways of using in the classroom	No in-person PLD offered from Ministry of Education around maths	- Continue to utilise Oxford resources in 2026 - Explore planning options to gain clarity on progressions in multi level classrooms
Conduct RPW survey of student confidence and attitude to mathematics.	Achieved, however data was not fed back to our school for our own environment analysis.	Data was not fed back to our school for our own environment analysis.	Complete e-asttle attitude to learning assessment at mid and end of year assessment points to analyse within school attitudes to mathematics
Develop an overview of effective mathematics practice at Broad Bay School that shows progression and consistency			Roll goal into 2026

Strategic Goal: Ākoka: Barrier Free Access			
Annual Target: Three hours per week of targeted te reo Māori instruction is evident across our kura			
Planned actions	What we achieved	Reasons for variance	Where to next?
Kai Tahu tamariki have opportunities to visit Ōtakau marae to build connections		No visits to Ōtakau marae for tamariki took place in 2025	Connect with Ōtakau Rūnaka in 2026 to arrange visits to the marae with selected tamariki
School to purchase licence for Te Puna Reo in preparation for 2025	Licence purchased	Huge technical issues with the platform prevented the website from running in Term 1 - lack of momentum was a challenge for the rest of the year to utilise the resources.	The school will not renew the licence in 2026
Kaimahi will engage with Te Puna Reo every week during Kaimahi hui and share learning with tamariki (tuakana/teina)	Staff explored website and used some resources with tamariki where possible	- Opportunities for staff engagement were misleading - no adult learning platform available to upskill staff - Content was often broken leading to a lack of fluidity in the classroom	- The school will not renew the licence in 2026 - Continue to engage with the Māori Achievement Collaborative for further staff professional development
Engage with MAC facilitator for support with resources and guidance	2x whole staff hui held with MAC facilitator		
Te Kura o Whakaohorahi to host MAC hui for wider Ōtepoti cluster of tumuaki using mihimihi process to welcome manuhiri/guests		A range of schools belong to MAC and we were unable to secure a host spot in 2025	Host in 2026
Build a bank of karakia and waiata that can be selected for specific occasions that the tamariki feel confident using	- Achieved - available to staff in Drive and also folder of hard copies. - Karakia displayed in every classroom - Tamariki have opportunities to choose the karakia and waiata		MAC Karakia book purchased to support continued building of this resource in 2026

they feel is right for the occasion

- Tamariki lead karakia and waiata as appropriate for school events and class routines
-

<i>Planned actions</i>	<i>What we achieved</i>	<i>Reasons for variance</i>	<i>Where to next?</i>
Foster our new connection with Ōtakau Rūnaka, establish new connections with ECE, Broad Bay Boating Club, and reignite connection with Broad Bay Community Centre.	• Hui held with Amie Curtis to discuss classroom name change • Connection with Portobello Kindergarten established through Playgroup to connect new whānau with ECE • Boating Club relationship established and key point of contact confirmed. Support of the school indicated pending availability. Sailing programme trialled in Term 4. • Two events held at Community Centre in 2025 (disco and end of year celebration assembly)	• Time limitations prevented visits from taking place between ECE and school • Communication challenges with Community Centre made booking hall challenging. Meeting held with both parties to clarify communication and priorities.	• Plan to connect and visit each site in 2026, bringing tamariki to establish pathway • Share updated marketing material with Portobello Kindergarten to provide information to prospective whānau
Work with Portobello School to build relationship with Year 7 & 8s	• Principals have agreed to actively seek collaborative opportunities in 2026	• Time limitations prevented more active collaboration	• Joint sailing programme planned for T1 2026 as a starting point with an aim to join together for four events in 2026.
Review attendance policy and procedure to align with STAR	• Achieved - policy approved in 2025		• Ensure policy is embedded in 2026 and regular attendance interventions are reported for tamariki who are not attending school regularly.
Host 4x whakawhanaukataka events at Broad Bay School	• Achieved - events help in Terms 1-4 involving whānau. Strong attendance at all events, particularly Matariki		•

	event in Term 2.		
Host 1x large fundraising event that will encourage on-site interactions with the school	• Not achieved	• Lack of engagement from wider community to action the event - capacity limited in Community Hall group	• Focus on planning for the 150th celebration of the school with one big event to bring the community on site. Collaborate with the wider Broad Bay community to help facilitate this.
Expand marketing, seeking advice from Otago Polytechnic and wider supports to grow our visibility	• Otago Polytechnic branding and marketing project undertaken to improve visibility of school • New school logo designed and approved by school community and consultation process • New school t-shirts and sunhats designed to promote new branding and identify our students at community events ie sports days • Targeted discussions with playgroup whānau to learn more about our wider Broad Bay perceptions and aspirations of the school • Initial community consultation begun for new strategic plan	• Strategic plan postponed until 2027 by Ministry of Education	• Target funding to continue marketing and branding work in 2026 through staff support (time)

EVALUATION AND ANALYSIS OF THE SCHOOL'S STUDENTS' PROGRESS AND ACHIEVEMENT

Progress and Achievement for 2025

Our tamariki continue to develop in confidence and their learning journey is highly tailored to our local context. We utilise our unique environment to provide authentic and engaging learning opportunities that promote the attendance and wellbeing of our tamariki.

We have used a range of evidence—including classroom assessments, standardised tools in literacy and numeracy, student voice, attendance data, and whānau feedback—to build a comprehensive picture of the learning and wellbeing of our tamariki.

Overall Achievement

End of 2025: Number of tamariki/children achieving at or above the expected level for their age in Reading, Writing, and Mathematics at Broad Bay School		
Reading	Writing	Mathematics
91%	95%	95%

In 2025 we were particularly proud of:

- The overall progress of our tamariki has continued to increase
- Our writing programme is particularly strong, and our awards in Otago wide competitions in poetry and other literacy areas have demonstrated the depth and strength of our tamariki's writing
- There was negligible difference in achievement between boys and girls writing, indicating since our last ERO report we have addressed this disparity through a number of targeted initiatives.

Comparison of Broad Bay School achievement data to national achievement data

The Curriculum Insights and Progress study provides the most current national data in reading, writing, and mathematics. (Note: 2025 data is not yet available for the Curriculum Insights and Progress study). When comparing Broad Bay School's Year 3, 6, and 8 achievement data to the national average in the available areas (writing and mathematics for 2024), our tamariki continue to achieve well above the national average. We recognise the small sample size of the school as a factor contributing to these statistics.

An area of focus for 2025 was reading achievement across the school. We have lifted our achievement in this area as a result of increased teacher confidence and programme consistency across the school, and utilising age appropriate decodable texts to support Tier 2 learners in the senior school as well as supporting all tamariki using decodable texts to feel a sense of achievement in their reading.

Areas for future focus

Due to the sudden change in curriculum expectations between 2025-2026, including assessment and reporting tools, we expect our achievement results may vary and potentially decrease in 2026. Our focus as a team will be ensuring that teachers feel confident to deliver this new curriculum and be able to assess and report on progress accurately. Mathematics achievement is our chosen area to focus on, with the aim to continue to exceed the national average of at or above achievement in Years 3, 6, and 8 (22%, 30% and 23% respectively).

Groups of students whose needs have not yet been well met

The Ministry of Education identifies underserved students as including: Māori students, Pacific students, students with disabilities, students with learning support needs (including gifted and talented students), students who are, or at risk of, not progressing towards achievement in their highest possible standard of educational achievement, children and young people for whom a

protection order has been made under the Oranga Tamariki Act 1989, and students in the youth justice system.

We have closely monitored the progress of priority learners.

- Māori learners are achieving at or above the levels of their peers in reading, writing and mathematics.
- Pacific learners are also achieving at the levels of their peers in reading, writing and mathematics, however, this is an at risk group we continue to monitor as we notice factors impacting this group including school attendance and home circumstances.
- Students with additional learning needs have shown strong individual progress, supported by tailored programmes and teacher aide support.

Our inclusive practices, including culturally responsive teaching and strong relationships with whānau, have supported improved engagement and confidence for many learners.

Student engagement continues to be a strength of the school.

- **Attendance rates** have improved significantly between 2024-2025. 57% of tamariki attended school regularly (90% or more of the time), an increase of 13%. Importantly, by the end of 2025 there were no tamariki with moderate or chronic absences.
- Attendance remains an ongoing focus to continue to strive to reach the Ministry target of 80% by 2030. We recognise the significance of a small data group and how this can affect data.

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Te Kura o Whakaohorahi / Broad Bay School continues to uphold its obligations to provide good and safe working conditions, guided by our Equal Employment Opportunities (EEO) policy and health and safety procedures. Kaimahi / staff have regular opportunities to review and contribute to policies and procedures, including those related to health, safety, and wellbeing. The school ensures systems are in place to identify and address any risks, and to provide support where needed. Te Kura o Whakaohorahi / Broad Bay School is a member of Workplace Support, which remains available to all kaimahi / staff in a confidential manner. The tumuaki / principal maintains regular meetings with staff to ensure clear communication, discuss goals and aspirations, and identify opportunities for professional and personal growth.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Te Kura o Whakaohorahi / Broad Bay School maintains an Equal Employment Opportunities programme through policies and procedures that guide fair and equitable employment and appointment practices. As part of this programme, we regularly review and update procedures that support our kaimahi / staff, including leave policies, Classroom Release Time procedures, and access to professional learning opportunities. Recruitment, selection, and promotion processes are monitored to ensure they are transparent, impartial, and aligned with EEO principles. Over the past year, these practices have been actively implemented to ensure all staff have equitable access to opportunities, support, and professional growth, and we continue to refine our programme to meet the evolving needs of our school community.
How do you practise impartial selection of suitably qualified persons for appointment?	Te Kura o Whakaohorahi / Broad Bay School follows its EEO policy and Appointments Procedure to ensure fair and impartial recruitment practices. All appointments are made through a structured and transparent process. Interview panels include multiple staff members to provide a diverse range of perspectives and reduce potential bias. Candidates are assessed against clear criteria, including skills, experience, qualifications, and suitability for the role. We continue to review and refine our processes to ensure equitable access and impartial decision-making, demonstrating our ongoing commitment to selecting the most suitable candidate for each position.

How are you recognising,

- The aims and aspirations of Māori,
- The employment requirements of Māori, and
- Greater involvement of Māori in the Education service?

Te Kura o Whakaohorahi / Broad Bay School actively recognises the aims and aspirations of Māori, the employment requirements of Māori, and promotes greater involvement of Māori in the education service.

We regularly monitor the progress of ākonga Māori / Māori learners, ensuring that teaching and learning practices reflect and value Māori language, culture, and identity. Kaiako / teachers embed culturally responsive practices so Māori learners can see their culture represented in their classrooms.

To support learner outcomes, whānau aspirations are sought, valued, and incorporated into learning plans. Regular opportunities are provided throughout the year for whānau to contribute to decision-making, and these contributions inform school direction and planning.

We continue to strengthen our relationships with Te Rūnaka o Ōtakau, building on the initial connection established in 2024, and actively utilise the Kai Tahu Education Strategy to guide curriculum planning and reporting. Participation in the Māori Achievement Collaborative also supports shared learning and the improvement of outcomes for Māori learners.

In terms of employment, our recruitment and appointment processes are designed to ensure equitable opportunities for Māori staff, recognising and supporting their aspirations, cultural knowledge, and professional development.

Over the past year, these ongoing actions have reinforced our commitment to fostering a school culture that honours Te Tiriti o Waitangi, values Māori contributions, and actively encourages Māori participation at all levels of the school community.

How have you enhanced the abilities of individual employees?

All kaimahi / staff at Te Kura o Whakaohorahi / Broad Bay School continue to have access to a range of professional development opportunities, supporting both their individual growth and the school's wider goals.

Kaiako / teachers engage in the Professional Growth Cycle, with personal goals set and supported by the school to strengthen practice and enhance student outcomes.

Administration kaimahi / staff are encouraged to participate in relevant professional learning as opportunities arise, with the tumuaki / principal recommending experiences to further develop skills and capabilities.

Over the past year, this ongoing approach has ensured that staff continue to enhance their abilities, contribute effectively to the school community, and are well-prepared to take on future responsibilities and leadership opportunities.

How are you recognising the employment requirements of women?

Te Kura o Whakaohorahi / Broad Bay School continues to follow the relevant collective agreements, ensuring fair and equitable employment conditions for all staff, including women.

We are committed to providing a supportive and inclusive workplace where the needs of all employees are recognised and responded to. This includes maintaining flexibility where possible, supporting work-life balance, and ensuring staff feel safe and empowered to request support or adjustments to meet their individual circumstances.

Over the past year, we have continued to prioritise a culture of respect and open communication, ensuring that all staff — including women — are valued, supported, and able to contribute fully to school life.

How are you recognising the employment requirements of persons with disabilities?

Te Kura o Whakaohorahi / Broad Bay School continues to follow the relevant collective agreements, ensuring fair and equitable employment conditions for all staff, including those with disabilities.

Over the past year, we have maintained our commitment to providing an inclusive and accessible workplace by continuing to identify and reduce barriers to participation. This includes considering accessibility in our physical environment, systems, and day-to-day practices.

We foster a culture where staff feel safe to communicate their needs, and we respond with appropriate support and reasonable adjustments to enable full participation in school life. Our ongoing focus is to ensure these practices remain responsive and embedded across all aspects of employment.

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

KIWISPORT FUNDING

Broad Bay School received \$388.76 in Kiwisport funding from the Ministry. Funding was directed to support two activities in 2025, namely:

- PALs (Physical Activity Leaders) initiative targeting Years 7 & 8 students
- Swimming programme for Years 1-8 in partnership with Just Swims and co-financed by Sports Otago, Friends of Broad Bay School and caregiver donations.

REPORT ON OTHER SPECIAL AND CONTESTABLE FUNDING

In addition to operational grant, Broad Bay School accessed a number of special and contestable funds during 2025

1. PB4L School-Wide Tier 1

This grant enabled release time for teaching staff to participate in off-site PB4L PD sessions.

2. Structured Literacy Resources Contribution

This funding supports purchase of reading materials as well as school's membership to Otago Literacy Association which provides additional professional development opportunities for the teaching staff as well as opportunities for students to showcase their learning through poetry competitions etc.

3. Learning Support Funding (ICS and ESOL)

One Y8 student with additional learning needs received targeted in-class support throughout the year. One Year 7 student received ESOL support once a week. Both support was delivered by a Teacher-Aide.

4. Regional Response Grant

Broad Bay School received \$2000 to support extra time for Office Administrator to ensure accurate recording of students attendance.

5. Property Maintenance Grant Top Up

This grant was provided in October 2025. A portion of this grant was spent during 2025 on small property maintenance jobs such as replacing water taps in boy's bathroom and replacing parts on LED lightings. The balance of the grant was earmarked for maintenance jobs on exterior cladding that were scheduled for Term 1, 2026.

FINANCIAL STATEMENTS

Broad Bay School

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 3718

Principal: Rebecca Gilbertson

School Address: 4 Roebuck Rise, Broad Bay. Dunedin 9014

School Postal Address: 4 Roebuck Rise, Broad Bay. Dunedin 9014

School Phone: (03) 478 0706

School Email: office@broadbay.school.nz

Accountant / Service Provider: Better Business Accountants

Members of the Board:

Name	Position	How Position Gained	Term Expires
Esther Willing	Presiding Member	Elected	Sep-28
Esther Willing	Parent Representative	Elected	Sep-25
Rebecca Gilbertson	Principal	Appointed	
Pete Wheeler	Parent Representative	Elected	Sep-28
Adrian Laurence	Parent Representative	Elected	Sep-28
Sophie Peat	Parent Representative	Elected	Sep-28
Reiko Kurihara	Staff Representative	Elected	Sep-28
Michael Garbett	Presiding Member	Elected	Sep-25

Broad Bay School

Annual Financial Statements - For the year ended 31 December 2025

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	Independent Auditor's Report

Broad Bay School

Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Esther Willing

Full Name of Presiding Member



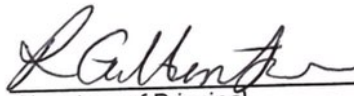
Signature of Presiding Member

Date

28/07/26

Rebecca Gilbertson

Full Name of Principal



Signature of Principal

Date

28/1/26

Broad Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	470,505	469,780	486,469
Locally Raised Funds	3	18,176	16,550	8,286
Interest		5,484	5,400	8,240
Total Revenue		494,165	491,730	502,995
Expense				
Locally Raised Funds	3	513	600	693
Learning Resources	4	306,487	296,700	313,534
Administration	5	44,164	45,400	43,207
Interest		253	250	261
Property	6	129,327	149,000	146,154
Total Expense		480,744	491,950	503,849
Net Surplus / (Deficit) for the year		13,421	(220)	(854)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		13,421	(220)	(854)

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

Broad Bay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		169,389	169,388	170,243
Total comprehensive revenue and expense for the year		13,421	(220)	(854)
Contribution - Furniture and Equipment Grant		4,660	-	-
Equity at 31 December		187,470	169,168	169,389
Accumulated comprehensive revenue and expense		177,386	159,084	159,305
Reserves		10,084	10,084	10,084
Equity at 31 December		187,470	169,168	169,389

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.

Broad Bay School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	70,297	70,000	106,703
Accounts Receivable	8	33,458	36,000	36,630
Prepayments		-	-	603
Investments	9	153,564	150,000	104,000
		257,319	256,000	247,936
Current Liabilities				
GST Payable		3,299	9,532	(1,255)
Accounts Payable	11	34,782	30,000	34,380
Provision for Cyclical Maintenance	12	8,812	20,000	29,000
Finance Lease Liability	13	1,264	1,300	1,519
Funds held for Capital Works Projects	14	1,825	2,000	4,325
		49,982	62,832	67,969
Working Capital Surplus/(Deficit)		207,337	193,168	179,967
Non-current Assets				
Property, Plant and Equipment	10	20,361	20,000	25,347
		20,361	20,000	25,347
Non-current Liabilities				
Provision for Cyclical Maintenance	12	38,049	42,000	35,235
Finance Lease Liability	13	2,179	2,000	690
		40,228	44,000	35,925
Net Assets		187,470	169,168	169,389
Equity		187,470	169,168	169,389

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

Broad Bay School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		115,880	115,000	113,029
Locally Raised Funds		17,663	14,000	4,780
Goods and Services Tax (net)		4,279	5,000	6,878
Payments to Employees		(53,276)	(45,000)	(40,526)
Payments to Suppliers		(78,407)	(88,203)	(68,202)
Interest Paid		-	-	(261)
Interest Received		6,897	6,500	8,251
Net cash from/(to) Operating Activities		13,036	7,297	23,949
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		-	-	(9,748)
Purchase of Investments		(49,564)	(40,000)	(10,000)
Net cash from/(to) Investing Activities		(49,564)	(40,000)	(19,748)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,660	-	-
Contributions from Ministry of Education		(2,500)	(2,000)	25,236
Distributions to Ministry of Education		-	-	(7,354)
Finance Lease Payments		(2,038)	(2,000)	(1,991)
Net cash from/(to) Financing Activities		122	(4,000)	15,891
Net increase/(decrease) in cash and cash equivalents		(36,406)	(36,703)	20,092
Cash and cash equivalents at the beginning of the year	7	106,703	106,703	86,611
Cash and cash equivalents at the end of the year	7	70,297	70,000	106,703

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.

Broad Bay School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Note - The School should consider disclosing information about key assumptions concerning the future and other key sources of estimation. The following disclosures are examples of critical accounting estimates:

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 12.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 18.

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) Operating Lease Payments

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

e) 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.

f) 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.

g) 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.

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment except for 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	20-50 Years
Furniture and Equipment	5-20 Years
Leased Assets held under a Finance Lease	3-5 Years
Library Resources	12.5% Diminishing value

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) 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.

m) 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.

n) 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 accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

o) 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.

p) Budget Figures

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

q) 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	115,880	95,280	91,754
Teachers' Salaries Grants	255,812	257,000	269,233
Use of Land and Buildings Grants	97,723	97,000	98,990
Other Government Grants	1,090	20,500	26,492
	<u>470,505</u>	<u>469,780</u>	<u>486,469</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	14,700	14,500	9,666
Trading	-	50	-
Fundraising and Community Grants	1,276	2,000	(1,380)
International Student Fees	2,200	-	-
	<u>18,176</u>	<u>16,550</u>	<u>8,286</u>
Expense			
Fundraising and Community Grant Costs	513	600	693
	<u>513</u>	<u>600</u>	<u>693</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>17,663</u>	<u>15,950</u>	<u>7,593</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	9,266	8,000	13,776
Information and Communication Technology	1,610	200	-
Employee Benefits - Salaries	281,977	275,000	280,421
Staff Development	5,261	5,000	7,970
Depreciation	8,268	8,000	11,018
Other Learning Resources	105	500	349
	<u>306,487</u>	<u>296,700</u>	<u>313,534</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	8,041	4,900	6,174
Board Fees and Expenses	3,782	4,800	2,835
Other Administration Expenses	4,865	7,000	6,770
Employee Benefits - Salaries	22,838	24,900	23,103
Service Providers, Contractors and Consultancy	4,638	3,800	4,325
	<u>44,164</u>	<u>45,400</u>	<u>43,207</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	15,949	16,000	16,132
Cyclical Maintenance	(3,368)	8,500	6,000
Heat, Light and Water	6,562	6,500	6,558
Rates	4,752	5,000	4,077
Repairs and Maintenance	3,221	11,000	7,857
Use of Land and Buildings	97,723	97,000	98,990
Employee Benefits - Salaries	4,488	5,000	4,410
	<u>129,327</u>	<u>149,000</u>	<u>144,024</u>

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	70,297	70,000	106,703
Cash and cash equivalents for Statement of Cash Flows	<u>70,297</u>	<u>70,000</u>	<u>106,703</u>

Of the \$70,297 Cash and Cash equivalents, \$1,825 is held for Capital Works Projects per Note 14.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	6,383	6,000	5,965
Interest Receivable	1,682	2,000	3,094
Teacher Salaries Grant Receivable	25,393	28,000	27,571
	<u>33,458</u>	<u>36,000</u>	<u>36,630</u>
Receivables from Exchange Transactions	8,065	8,000	9,059
Receivables from Non-Exchange Transactions	25,393	28,000	27,571
	<u>33,458</u>	<u>36,000</u>	<u>36,630</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	153,564	150,000	104,000
Total Investments	153,564	150,000	104,000

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

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	7,607	-	-	-	(1,251)	6,356
Furniture and Equipment	11,793	-	-	-	(4,368)	7,425
Leased Assets	2,123	3,282	-	-	(1,357)	4,048
Library Resources	3,824	-	-	-	(1,292)	2,532
	25,347	3,282	-	-	(8,268)	20,361

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of equipment held under a finance lease is \$4,048 (2024: \$2,123)

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
	\$	\$	\$	\$	\$	\$
Building Improvements	67,004	(60,651)	6,356	67,004	(59,397)	7,607
Furniture and Equipment	97,179	(89,752)	7,425	100,561	(88,768)	11,793
Leased Assets	28,128	(24,080)	4,048	24,846	(22,723)	2,123
Library Resources	29,883	(27,351)	2,532	29,883	(26,059)	3,824
	222,194	(201,834)	20,361	222,294	(196,947)	25,347

11. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	-	500	2,178
Accruals	5,500	5,500	5,500
Employee Entitlements - Salaries	29,282	24,000	26,702
	<u>34,782</u>	<u>30,000</u>	<u>34,380</u>

Payables for Exchange Transactions	34,782	30,000	34,380
	<u>34,782</u>	<u>30,000</u>	<u>34,380</u>

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	64,235	50,000	50,000
Increase/(decrease) to the Provision During the Year	(4,798)	12,000	14,235
Use of the Provision During the Year	(12,576)	-	-
Provision at the End of the Year	<u>46,861</u>	<u>62,000</u>	<u>64,235</u>
Cyclical Maintenance - Current	8,812	20,000	29,000
Cyclical Maintenance - Non current	38,049	42,000	35,235
	<u>46,861</u>	<u>62,000</u>	<u>64,235</u>

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

13. 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	1,264	1,300	1,519
Later than One Year	2,179	2,000	690
	<u>3,443</u>	<u>3,300</u>	<u>2,209</u>
Represented by			
Finance lease liability - Current	1,264	1,300	1,519
Finance lease liability - Non current	2,179	2,000	690
	<u>3,443</u>	<u>3,300</u>	<u>2,209</u>

14. Funds Held for Capital Works Projects

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

	2025	Opening Balances \$	Receipts from \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5 Year Property Plan - Project 228362		4,325	-	(2,500)	-	1,825
Totals		4,325	-	(2,500)	-	1,825

Represented by:

Funds Held on Behalf of the Ministry of Education	1,825
Funds Receivable from the Ministry of Education	-

	2024	Opening Balances \$	Receipts from \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
5 Year Property Plan - Project 228362		(26,093)	86,578	(56,160)	-	4,325
Totals		(26,093)	86,578	(56,160)	-	4,325

Represented by:

Funds Held on Behalf of the Ministry of Education	4,325
Funds Receivable from the Ministry of Education	-

15. 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.

16. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
Board Members Remuneration	2,560	2,835
Leadership Team Remuneration	134,359	119,933
Full-time equivalent members	1	1
Total key management personnel remuneration	136,919	122,768

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

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	110-120
Benefits and Other Emoluments	0-5	0-5
Termination Benefits		

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100-110	0.00	0.00
	0.00	0.00

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

17. 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.

18. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$19,080 (2024:\$4,325) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
5 Year Upgrade	19,080
Total	19,080

(b) Operating Commitments

As at 31 December 2025, the Board has not entered into any contracts. (Capital commitments at 31 December 2024:Nil)

19. 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	70,297	70,000	106,703
Receivables	33,458	36,000	36,630
Investments - Term Deposits	153,564	150,000	104,000
Prepayment			603
Total financial assets measured at amortised cost	257,319	256,000	247,936

Financial liabilities measured at amortised cost

Payables	30,127	30,000	34,380
Borrowings - Loans	-	-	-
Finance Leases	3,443	3,300	2,209
Total financial liabilities measured at amortised cost	33,570	33,300	36,589

20. Events After Balance Date

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

21. Comparatives

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

22. Breach of Statutory Deadline

The School Board did not meet the statutory requirement of Section 134 of the Education and Training Act 2020 to submit its audited annual report to the Ministry of Education by 31 May 2026. This was due to administrative resource constraints.

Independent Auditor's Report

To the readers of Broad Bay School's financial statements for the year ended 31 December 2025

Opinion

The Auditor-General is the auditor of Broad Bay School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 4 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.

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

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

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

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

Independence

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1

International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to read 'PS', followed by a horizontal line and a period.

Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Dunedin, New Zealand

STATEMENT OF VARIANCE

<i>Planned actions</i>	<i>What we achieved</i>	<i>Reasons for variance</i>	<i>Where to next?</i>
Work with BBBC to get sailing programme running	• 2x sessions for Year 8 students achieved • Relationship with Broad Bay Boating Club achieved		• Continue boating programme in 2026 • Expand to offer programme to Year 7 & 8s. • Invite Portobello School to attend as part of our goal to grow our community connections
Develop new Garden to Table responsibilities for tamariki where they take ownership of patch of garden to nurture	• Gardens allocated to groups of students to care for • Planting plan developed and areas identified for best layout • Student ownership of planting and weeding achieved and planting plan developed to make the most of spaces	• Challenge - different sized beds and permanent plantings meant varied engagement in ownership	• Develop Garden to Table Year Overview integrating science, literacy, maths and Enviroschools to allow for more consistency in planting and cross curriculum engagement
Engage with DCC, Enviroschools, and other groups to broaden knowledge of kaimahi and tamariki and offer engaging learning experiences	• Adopt a Drain programme through DCC completed (3x sessions plus work with staff). • Engagement with Enviroschools to support Garden to Table programme. • Student attendance at annual Enviro hui. • Staff attendance at teacher annual Enviro hui. • Annual evaluation undertaken through Garden to Table on next steps for school.		

Develop an assessment matrix of Open Water Safety alongside Drowning Prevention Auckland, Surf Lifesaving, and other relevant organisations	Not achieved	Barriers - time and lack of engagement from Drowning Prevention Auckland and Surf Lifesaving.	- School to participate in beach education programme and embed this in rotation of programmes to ensure students have exposure to surf specific skills. - Utilise existing Open Water Safety planning documents to ensure breadth of skills taught by staff in open water safety programme.
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Strategic Goal: Ākoka: Learners at the Centre

Annual Target: Our kaiako can utilise the New Zealand Curriculum and supporting resources to create engaging mathematics opportunities where the ‘what, how, and why’ are easily identifiable.

<i>Planned actions</i>	<i>What we achieved</i>	<i>Reasons for variance</i>	<i>Where to next?</i>
Commitment with cluster of schools to engage Rob Proffitt White to provide support in numeracy	- All sessions attended - Follow up staff meetings held to explore content - Evidence of rich tasks shown in classroom programmes - Pop in sessions made available to staff for follow up support		Continue to engage with Rob Proffitt White in 2026 to further explore and embed engaging numeracy programmes
Attend in-person and online training for Ministry resources Utilise Ministry of Education resources to supplement practice opportunities for mathematics	- Tāhurangi Ministry website regularly referred to for updated resources - Online Oxford resources utilised ie classroom platforms - Regular staff meetings with discussion time to explore Ministry resources and discuss ways of using in the classroom	No in-person PLD offered from Ministry of Education around maths	- Continue to utilise Oxford resources in 2026 - Explore planning options to gain clarity on progressions in multi level classrooms
Conduct RPW survey of student confidence and attitude to mathematics.	Achieved, however data was not fed back to our school for our own environment analysis.	Data was not fed back to our school for our own environment analysis.	Complete e-asttle attitude to learning assessment at mid and end of year assessment points to analyse within school attitudes to mathematics
Develop an overview of effective mathematics practice at Broad Bay School that shows progression and consistency			Roll goal into 2026

Strategic Goal: Ākoka: Barrier Free Access			
Annual Target: Three hours per week of targeted te reo Māori instruction is evident across our kura			
Planned actions	What we achieved	Reasons for variance	Where to next?
Kai Tahu tamariki have opportunities to visit Ōtakau marae to build connections		No visits to Ōtakau marae for tamariki took place in 2025	Connect with Ōtakau Rūnaka in 2026 to arrange visits to the marae with selected tamariki
School to purchase licence for Te Puna Reo in preparation for 2025	Licence purchased	Huge technical issues with the platform prevented the website from running in Term 1 - lack of momentum was a challenge for the rest of the year to utilise the resources.	The school will not renew the licence in 2026
Kaimahi will engage with Te Puna Reo every week during Kaimahi hui and share learning with tamariki (tuakana/teina)	Staff explored website and used some resources with tamariki where possible	- Opportunities for staff engagement were misleading - no adult learning platform available to upskill staff - Content was often broken leading to a lack of fluidity in the classroom	- The school will not renew the licence in 2026 - Continue to engage with the Māori Achievement Collaborative for further staff professional development
Engage with MAC facilitator for support with resources and guidance	2x whole staff hui held with MAC facilitator		
Te Kura o Whakaohorahi to host MAC hui for wider Ōtepoti cluster of tumuaki using mihimihi process to welcome manuhiri/guests		A range of schools belong to MAC and we were unable to secure a host spot in 2025	Host in 2026
Build a bank of karakia and waiata that can be selected for specific occasions that the tamariki feel confident using	- Achieved - available to staff in Drive and also folder of hard copies. - Karakia displayed in every classroom - Tamariki have opportunities to choose the karakia and waiata		MAC Karakia book purchased to support continued building of this resource in 2026

they feel is right for the occasion

- Tamariki lead karakia and waiata as appropriate for school events and class routines
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<i>Planned actions</i>	<i>What we achieved</i>	<i>Reasons for variance</i>	<i>Where to next?</i>
Foster our new connection with Ōtakau Rūnaka, establish new connections with ECE, Broad Bay Boating Club, and reignite connection with Broad Bay Community Centre.	- Hui held with Amie Curtis to discuss classroom name change - Connection with Portobello Kindergarten established through Playgroup to connect new whānau with ECE - Boating Club relationship established and key point of contact confirmed. Support of the school indicated pending availability. Sailing programme trialled in Term 4. - Two events held at Community Centre in 2025 (disco and end of year celebration assembly)	- Time limitations prevented visits from taking place between ECE and school - Communication challenges with Community Centre made booking hall challenging. Meeting held with both parties to clarify communication and priorities.	- Plan to connect and visit each site in 2026, bringing tamariki to establish pathway - Share updated marketing material with Portobello Kindergarten to provide information to prospective whānau
Work with Portobello School to build relationship with Year 7 & 8s	Principals have agreed to actively seek collaborative opportunities in 2026	Time limitations prevented more active collaboration	Joint sailing programme planned for T1 2026 as a starting point with an aim to join together for four events in 2026.
Review attendance policy and procedure to align with STAR	Achieved - policy approved in 2025		Ensure policy is embedded in 2026 and regular attendance interventions are reported for tamariki who are not attending school regularly.
Host 4x whakawhanaukataka events at Broad Bay School	Achieved - events help in Terms 1-4 involving whānau. Strong attendance at all events, particularly Matariki		

	event in Term 2.		
Host 1x large fundraising event that will encourage on-site interactions with the school	• Not achieved	• Lack of engagement from wider community to action the event - capacity limited in Community Hall group	• Focus on planning for the 150th celebration of the school with one big event to bring the community on site. Collaborate with the wider Broad Bay community to help facilitate this.
Expand marketing, seeking advice from Otago Polytechnic and wider supports to grow our visibility	• Otago Polytechnic branding and marketing project undertaken to improve visibility of school • New school logo designed and approved by school community and consultation process • New school t-shirts and sunhats designed to promote new branding and identify our students at community events ie sports days • Targeted discussions with playgroup whānau to learn more about our wider Broad Bay perceptions and aspirations of the school • Initial community consultation begun for new strategic plan	• Strategic plan postponed until 2027 by Ministry of Education	• Target funding to continue marketing and branding work in 2026 through staff support (time)

EVALUATION AND ANALYSIS OF THE SCHOOL'S STUDENTS' PROGRESS AND ACHIEVEMENT

Progress and Achievement for 2025

Our tamariki continue to develop in confidence and their learning journey is highly tailored to our local context. We utilise our unique environment to provide authentic and engaging learning opportunities that promote the attendance and wellbeing of our tamariki.

We have used a range of evidence—including classroom assessments, standardised tools in literacy and numeracy, student voice, attendance data, and whānau feedback—to build a comprehensive picture of the learning and wellbeing of our tamariki.

Overall Achievement

End of 2025: Number of tamariki/children achieving at or above the expected level for their age in Reading, Writing, and Mathematics at Broad Bay School		
Reading	Writing	Mathematics
91%	95%	95%

In 2025 we were particularly proud of:

- The overall progress of our tamariki has continued to increase
- Our writing programme is particularly strong, and our awards in Otago wide competitions in poetry and other literacy areas have demonstrated the depth and strength of our tamariki's writing
- There was negligible difference in achievement between boys and girls writing, indicating since our last ERO report we have addressed this disparity through a number of targeted initiatives.

Comparison of Broad Bay School achievement data to national achievement data

The Curriculum Insights and Progress study provides the most current national data in reading, writing, and mathematics. (Note: 2025 data is not yet available for the Curriculum Insights and Progress study). When comparing Broad Bay School's Year 3, 6, and 8 achievement data to the national average in the available areas (writing and mathematics for 2024), our tamariki continue to achieve well above the national average. We recognise the small sample size of the school as a factor contributing to these statistics.

An area of focus for 2025 was reading achievement across the school. We have lifted our achievement in this area as a result of increased teacher confidence and programme consistency across the school, and utilising age appropriate decodable texts to support Tier 2 learners in the senior school as well as supporting all tamariki using decodable texts to feel a sense of achievement in their reading.

Areas for future focus

Due to the sudden change in curriculum expectations between 2025-2026, including assessment and reporting tools, we expect our achievement results may vary and potentially decrease in 2026. Our focus as a team will be ensuring that teachers feel confident to deliver this new curriculum and be able to assess and report on progress accurately. Mathematics achievement is our chosen area to focus on, with the aim to continue to exceed the national average of at or above achievement in Years 3, 6, and 8 (22%, 30% and 23% respectively).

Groups of students whose needs have not yet been well met

The Ministry of Education identifies underserved students as including: Māori students, Pacific students, students with disabilities, students with learning support needs (including gifted and talented students), students who are, or at risk of, not progressing towards achievement in their highest possible standard of educational achievement, children and young people for whom a

protection order has been made under the Oranga Tamariki Act 1989, and students in the youth justice system.

We have closely monitored the progress of priority learners.

- Māori learners are achieving at or above the levels of their peers in reading, writing and mathematics.
- Pacific learners are also achieving at the levels of their peers in reading, writing and mathematics, however, this is an at risk group we continue to monitor as we notice factors impacting this group including school attendance and home circumstances.
- Students with additional learning needs have shown strong individual progress, supported by tailored programmes and teacher aide support.

Our inclusive practices, including culturally responsive teaching and strong relationships with whānau, have supported improved engagement and confidence for many learners.

Student engagement continues to be a strength of the school.

- **Attendance rates** have improved significantly between 2024-2025. 57% of tamariki attended school regularly (90% or more of the time), an increase of 13%. Importantly, by the end of 2025 there were no tamariki with moderate or chronic absences.
- Attendance remains an ongoing focus to continue to strive to reach the Ministry target of 80% by 2030. We recognise the significance of a small data group and how this can affect data.

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Te Kura o Whakaohorahi / Broad Bay School continues to uphold its obligations to provide good and safe working conditions, guided by our Equal Employment Opportunities (EEO) policy and health and safety procedures. Kaimahi / staff have regular opportunities to review and contribute to policies and procedures, including those related to health, safety, and wellbeing. The school ensures systems are in place to identify and address any risks, and to provide support where needed. Te Kura o Whakaohorahi / Broad Bay School is a member of Workplace Support, which remains available to all kaimahi / staff in a confidential manner. The tumuaki / principal maintains regular meetings with staff to ensure clear communication, discuss goals and aspirations, and identify opportunities for professional and personal growth.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Te Kura o Whakaohorahi / Broad Bay School maintains an Equal Employment Opportunities programme through policies and procedures that guide fair and equitable employment and appointment practices. As part of this programme, we regularly review and update procedures that support our kaimahi / staff, including leave policies, Classroom Release Time procedures, and access to professional learning opportunities. Recruitment, selection, and promotion processes are monitored to ensure they are transparent, impartial, and aligned with EEO principles. Over the past year, these practices have been actively implemented to ensure all staff have equitable access to opportunities, support, and professional growth, and we continue to refine our programme to meet the evolving needs of our school community.
How do you practise impartial selection of suitably qualified persons for appointment?	Te Kura o Whakaohorahi / Broad Bay School follows its EEO policy and Appointments Procedure to ensure fair and impartial recruitment practices. All appointments are made through a structured and transparent process. Interview panels include multiple staff members to provide a diverse range of perspectives and reduce potential bias. Candidates are assessed against clear criteria, including skills, experience, qualifications, and suitability for the role. We continue to review and refine our processes to ensure equitable access and impartial decision-making, demonstrating our ongoing commitment to selecting the most suitable candidate for each position.

How are you recognising,

- The aims and aspirations of Māori,
- The employment requirements of Māori, and
- Greater involvement of Māori in the Education service?

Te Kura o Whakaohorahi / Broad Bay School actively recognises the aims and aspirations of Māori, the employment requirements of Māori, and promotes greater involvement of Māori in the education service.

We regularly monitor the progress of ākonga Māori / Māori learners, ensuring that teaching and learning practices reflect and value Māori language, culture, and identity. Kaiako / teachers embed culturally responsive practices so Māori learners can see their culture represented in their classrooms.

To support learner outcomes, whānau aspirations are sought, valued, and incorporated into learning plans. Regular opportunities are provided throughout the year for whānau to contribute to decision-making, and these contributions inform school direction and planning.

We continue to strengthen our relationships with Te Rūnaka o Ōtakau, building on the initial connection established in 2024, and actively utilise the Kai Tahu Education Strategy to guide curriculum planning and reporting. Participation in the Māori Achievement Collaborative also supports shared learning and the improvement of outcomes for Māori learners.

In terms of employment, our recruitment and appointment processes are designed to ensure equitable opportunities for Māori staff, recognising and supporting their aspirations, cultural knowledge, and professional development.

Over the past year, these ongoing actions have reinforced our commitment to fostering a school culture that honours Te Tiriti o Waitangi, values Māori contributions, and actively encourages Māori participation at all levels of the school community.

How have you enhanced the abilities of individual employees?

All kaimahi / staff at Te Kura o Whakaohorahi / Broad Bay School continue to have access to a range of professional development opportunities, supporting both their individual growth and the school's wider goals.

Kaiako / teachers engage in the Professional Growth Cycle, with personal goals set and supported by the school to strengthen practice and enhance student outcomes.

Administration kaimahi / staff are encouraged to participate in relevant professional learning as opportunities arise, with the tumuaki / principal recommending experiences to further develop skills and capabilities.

Over the past year, this ongoing approach has ensured that staff continue to enhance their abilities, contribute effectively to the school community, and are well-prepared to take on future responsibilities and leadership opportunities.

How are you recognising the employment requirements of women?

Te Kura o Whakaohorahi / Broad Bay School continues to follow the relevant collective agreements, ensuring fair and equitable employment conditions for all staff, including women.

We are committed to providing a supportive and inclusive workplace where the needs of all employees are recognised and responded to. This includes maintaining flexibility where possible, supporting work-life balance, and ensuring staff feel safe and empowered to request support or adjustments to meet their individual circumstances.

Over the past year, we have continued to prioritise a culture of respect and open communication, ensuring that all staff — including women — are valued, supported, and able to contribute fully to school life.

How are you recognising the employment requirements of persons with disabilities?

Te Kura o Whakaohorahi / Broad Bay School continues to follow the relevant collective agreements, ensuring fair and equitable employment conditions for all staff, including those with disabilities.

Over the past year, we have maintained our commitment to providing an inclusive and accessible workplace by continuing to identify and reduce barriers to participation. This includes considering accessibility in our physical environment, systems, and day-to-day practices.

We foster a culture where staff feel safe to communicate their needs, and we respond with appropriate support and reasonable adjustments to enable full participation in school life. Our ongoing focus is to ensure these practices remain responsive and embedded across all aspects of employment.

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

KIWISPORT FUNDING

Broad Bay School received \$388.76 in Kiwisport funding from the Ministry. Funding was directed to support two activities in 2025, namely:

- PALs (Physical Activity Leaders) initiative targeting Years 7 & 8 students
- Swimming programme for Years 1-8 in partnership with Just Swims and co-financed by Sports Otago, Friends of Broad Bay School and caregiver donations.

REPORT ON OTHER SPECIAL AND CONTESTABLE FUNDING

In addition to operational grant, Broad Bay School accessed a number of special and contestable funds during 2025

1. PB4L School-Wide Tier 1

This grant enabled release time for teaching staff to participate in off-site PB4L PD sessions.

2. Structured Literacy Resources Contribution

This funding supports purchase of reading materials as well as school's membership to Otago Literacy Association which provides additional professional development opportunities for the teaching staff as well as opportunities for students to showcase their learning through poetry competitions etc.

3. Learning Support Funding (ICS and ESOL)

One Y8 student with additional learning needs received targeted in-class support throughout the year. One Year 7 student received ESOL support once a week. Both support was delivered by a Teacher-Aide.

4. Regional Response Grant

Broad Bay School received \$2000 to support extra time for Office Administrator to ensure accurate recording of students attendance.

5. Property Maintenance Grant Top Up

This grant was provided in October 2025. A portion of this grant was spent during 2025 on small property maintenance jobs such as replacing water taps in boy's bathroom and replacing parts on LED lightings. The balance of the grant was earmarked for maintenance jobs on exterior cladding that were scheduled for Term 1, 2026.