

ARAPOHUE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 1002

Principal: Sara Mckinley

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Accountant / Service Provider:

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ARAPOHUE SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Arapohue School

Statement of Responsibility

For the year ended 31 December 2025

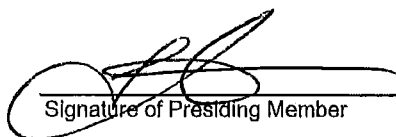
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

Andrew Gillespie
Full Name of Presiding Member


Signature of Presiding Member

29 MAY 2026
Date

Sara McKinley
Full Name of Principal


Signature of Principal

29 MAY 2026
Date

Arapohue School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	862,767	729,601	880,180
Locally Raised Funds	3	39,861	7,150	39,596
Interest		11,286	5,000	16,249
Total Revenue		913,914	741,751	936,025
Expense				
Locally Raised Funds	3	29,404	600	25,033
Learning Resources	4	601,303	515,919	533,008
Administration	5	85,054	61,189	120,309
Interest		532	195	251
Property	6	209,514	238,718	235,719
Other Expenses	7	12	-	-
Total Expense		925,819	816,621	914,320
Net Surplus / (Deficit) for the year		(11,905)	(74,870)	21,705
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(11,905)	(74,870)	21,705

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



Arapohue 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		366,758	303,548	345,053
Total comprehensive revenue and expense for the year		(11,905)	(74,870)	21,705
Contribution - Furniture and Equipment Grant		2,390	-	-
Equity at 31 December		357,243	228,678	366,758
Accumulated comprehensive revenue and expense		357,243	228,678	366,758
Equity at 31 December		357,243	228,678	366,758

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.



Arapohue School
Statement of Financial Position
As at 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	172,825	111,226	16,971
Accounts Receivable	9	50,660	38,475	43,480
Prepayments		7,505	8,388	7,426
Inventories	10	637	193	264
Investments	11	120,000	170,000	270,000
Funds Receivable for Capital Works Projects	18	10,920	-	25,894
		<u>362,547</u>	<u>328,282</u>	<u>364,035</u>
Current Liabilities				
GST Payable		6,628	24,493	5,132
Accounts Payable	13	74,856	53,573	73,190
Revenue Received in Advance	14	-	1,633	803
Provision for Cyclical Maintenance	15	2,299	4,048	4,372
Finance Lease Liability	16	1,838	805	1,686
Funds held in Trust	17	3,639	103,045	13,098
Funds held for Capital Works Projects	18	20	-	89
		<u>89,280</u>	<u>187,597</u>	<u>98,370</u>
Working Capital Surplus/(Deficit)		<u>273,267</u>	<u>140,685</u>	<u>265,665</u>
Non-current Assets				
Property, Plant and Equipment	12	136,528	131,890	147,647
		<u>136,528</u>	<u>131,890</u>	<u>147,647</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	48,737	42,989	40,901
Finance Lease Liability	16	3,815	908	5,653
		<u>52,552</u>	<u>43,897</u>	<u>46,554</u>
Net Assets		<u>357,243</u>	<u>228,678</u>	<u>366,758</u>
Equity		<u>357,243</u>	<u>228,678</u>	<u>366,758</u>

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



Arapohue School
Statement of Cash Flows
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		220,204	210,680	280,774
Locally Raised Funds		36,264	7,150	43,039
Goods and Services Tax (net)		1,496	-	(19,361)
Payments to Employees		(133,407)	(141,648)	(158,432)
Payments to Suppliers		(93,283)	(179,594)	(135,433)
Interest Paid		(532)	(195)	(251)
Interest Received		14,375	5,000	15,172
Net cash from/(to) Operating Activities		45,117	(98,607)	25,508
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(26,866)	(4,500)	(26,618)
Purchase of Investments		-	-	(100,000)
Proceeds from Sale of Investments		150,000	-	-
Net cash from/(to) Investing Activities		123,134	(4,500)	(126,618)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,390	-	-
Finance Lease Payments		(1,150)	(1,032)	(526)
Funds Administered on Behalf of Other Parties		(13,637)	-	(96,758)
Net cash from/(to) Financing Activities		(12,397)	(1,032)	(97,284)
Net increase/(decrease) in cash and cash equivalents		155,854	(104,139)	(198,394)
Cash and cash equivalents at the beginning of the year	8	16,971	215,365	215,365
Cash and cash equivalents at the end of the year	8	172,825	111,226	16,971

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.



Arapohue School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Arapohue 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.

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 15.



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 12.

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 16. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

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

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) Inventories

Inventories are consumable items held for sale and are comprised of stationery. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) 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.

j) 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) 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 a comparison to recent market transactions.

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.

l) 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.

m) 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.



n) Revenue Received in Advance

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

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

o) 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.

p) 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.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 8 to 22 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.

s) 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.

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.



t) 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.

u) 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.

v) Budget Figures

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

w) 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	231,570	191,411	274,461
Teachers' Salaries Grants	440,112	366,080	367,378
Use of Land and Buildings Grants	145,289	152,110	161,171
Ka Ora, Ka Ako - Healthy School Lunches Programme	22,087	-	57,605
Other Government Grants	23,709	20,000	19,565
	<u>862,767</u>	<u>729,601</u>	<u>880,180</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	7,967	-	5,550
Fees for Extra Curricular Activities	196	-	1,040
Trading	739	900	935
Fundraising and Community Grants	13,245	5,250	13,237
Other Revenue	17,714	1,000	18,834
	<u>39,861</u>	<u>7,150</u>	<u>39,596</u>
Expense			
Extra Curricular Activities Costs	22	-	5
Trading	359	600	966
Fundraising and Community Grant Costs	737	-	-
Other Locally Raised Funds Expenditure	28,286	-	24,062
	<u>29,404</u>	<u>600</u>	<u>25,033</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>10,457</u>	<u>6,550</u>	<u>14,563</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	13,094	16,710	28,477
Information and Communication Technology	1,608	3,000	2,978
Employee Benefits - Salaries	552,333	453,063	458,545
Staff Development	11,366	14,500	20,364
Depreciation	20,243	18,396	21,533
Other Learning Resources	2,659	10,250	1,111
	<u>601,303</u>	<u>515,919</u>	<u>533,008</u>



5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	6,660	4,000	5,560
Board Fees and Expenses	4,601	6,850	2,838
Operating Leases	1,934	-	484
Other Administration Expenses	6,582	10,380	8,752
Employee Benefits - Salaries	34,452	33,159	37,700
Insurance	2,774	2,000	2,246
Service Providers, Contractors and Consultancy	5,964	4,800	5,124
Ka Ora, Ka Ako - Healthy School Lunch Programme	22,087	-	57,605
	<u>85,054</u>	<u>61,189</u>	<u>120,309</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	5,763	8,702	6,989
Heat, Light and Water	11,200	5,100	6,515
Repairs and Maintenance	20,776	47,600	29,355
Use of Land and Buildings	145,289	152,110	161,171
Employee Benefits - Salaries	24,453	21,506	27,905
Other Property Expenses	2,033	3,700	3,784
	<u>209,514</u>	<u>238,718</u>	<u>235,719</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. Other Expenses

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loss on Uncollectable Accounts Receivable	12	-	-
	<u>12</u>	<u>-</u>	<u>-</u>



8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	47,825	111,226	16,971
Short-term Bank Deposits	125,000	-	-
Cash and cash equivalents for Statement of Cash Flows	172,825	111,226	16,971

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

Of the \$172,825 Cash and Cash Equivalents \$3,659 is subject to restrictions for the following reasons:

- \$20 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 18.
- \$3,639 is held in trust by the school on behalf of other parties, as disclosed in note 17.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	2,607	3,393	-
Receivables from the Ministry of Education	3,014	-	1,665
Interest Receivable	1,923	3,935	5,012
Teacher Salaries Grant Receivable	43,116	31,147	36,803
	50,660	38,475	43,480
Receivables from Exchange Transactions	4,530	7,328	5,012
Receivables from Non-Exchange Transactions	46,130	31,147	38,468
	50,660	38,475	43,480

10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	637	193	264
	637	193	264

11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	120,000	170,000	270,000
Total Investments	120,000	170,000	270,000



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	44,438	-	-	-	(2,250)	42,188
Building Improvements	19,054	-	-	-	(670)	18,384
Furniture and Equipment	59,898	25,858	(16,766)	-	(6,249)	62,741
Information and Communication Technology	16,668	-	-	-	(8,947)	7,721
Leased Assets	6,485	-	-	-	(1,750)	4,735
Library Resources	1,104	32	-	-	(377)	759
	147,647	25,890	(16,766)	-	(20,243)	136,528

The net carrying value of equipment held under a finance lease is \$4,735 (2024: \$6,485)

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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	90,000	(47,812)	42,188	90,000	(45,562)	44,438
Building Improvements	71,037	(52,653)	18,384	71,037	(51,983)	19,054
Furniture and Equipment	136,456	(73,715)	62,741	127,908	(68,010)	59,898
Information and Communication Technology	62,494	(54,773)	7,721	73,826	(57,158)	16,668
Leased Assets	7,433	(2,698)	4,735	7,433	(948)	6,485
Library Resources	27,150	(26,391)	759	27,119	(26,015)	1,104
	394,570	(258,042)	136,528	397,323	(249,676)	147,647

13. Accounts Payable

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	23,553	7,577	29,524
Accruals	6,660	3,800	5,560
Banking Staffing Overuse	-	9,506	-
Employee Entitlements - Salaries	43,116	31,147	36,803
Employee Entitlements - Leave Accrual	1,527	1,543	1,303
	74,856	53,573	73,190
Payables for Exchange Transactions	74,856	53,573	73,190
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	74,856	53,573	73,190

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	1,633	753
Other Revenue In Advance	-	-	50
	-	1,633	803

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	45,273	38,335	38,284
Increase/(decrease) to the Provision During the Year	5,763	8,702	6,989
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	51,036	47,037	45,273
Cyclical Maintenance - Current	2,299	4,048	4,372
Cyclical Maintenance - Non current	48,737	42,989	40,901
	51,036	47,037	45,273

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 / painting quotes.

16. 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	2,218	805	2,218
Later than One Year	4,196	908	6,414
Future Finance Charges	(761)	-	(1,293)
	5,653	1,713	7,339
Represented by			
Finance lease liability - Current	1,838	805	1,686
Finance lease liability - Non current	3,815	908	5,653
	5,653	1,713	7,339



17. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,639	103,045	13,098
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>3,639</u>	<u>103,045</u>	<u>13,098</u>

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

18. 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 8, and includes retentions on the projects, if applicable.

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
AMS Combined		236760	89	(89)	-	-	-
School Bell & PA System		236759	-	15,476	(15,476)	-	-
Roofing & Clearlite		236757	(21,784)	21,244	560	-	20
Toilet Refurbishment		236758	(4,110)	27,352	(34,162)	-	(10,920)
Totals			<u>(25,805)</u>	<u>63,983</u>	<u>(49,078)</u>	<u>-</u>	<u>(10,900)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	20
Funds Receivable from the Ministry of Education	(10,920)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
AMS Combined		236760	89	-	-	-	89
Roofing & Clearlite		236757	-	-	(21,784)	-	(21,784)
Toilet Refurbishment		236758	-	-	(4,110)	-	(4,110)
Totals			<u>89</u>	<u>-</u>	<u>(25,894)</u>	<u>-</u>	<u>(25,805)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	89
Funds Receivable from the Ministry of Education	(25,894)



19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,410	2,410
<i>Leadership Team</i>		
Remuneration	200,337	147,382
Full-time equivalent members	1.48	1.00
Total key management personnel remuneration	<u>202,747</u>	<u>149,792</u>

There are 4 members of the Board excluding the Principal. The Board has held 9 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 1

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	30 - 40	-
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-



Principal 2

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	150 - 160	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	1.00	2.00
110 - 120	1.00	0.00
	<u>2.00</u>	<u>2.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	0

22. 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 liability regarding this funding wash-up, which is expected to be settled in July 2026.



23. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$9,168 (2024: \$37,974) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Roofing & Clearlite	9,168
Total	9,168

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

24. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	172,825	111,226	16,971
Receivables	50,660	38,475	43,480
Investments - Term Deposits	120,000	170,000	270,000
Total financial assets measured at amortised cost	343,485	319,701	330,451

Financial liabilities measured at amortised cost

Payables	74,856	53,573	73,190
Finance Leases	5,653	1,713	7,339
Total financial liabilities measured at amortised cost	80,509	55,286	80,529

25. Events After Balance Date

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

26. Comparatives

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



Arapohue School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Gillespie	Presiding Member	Elected	Sep 2028
Kylie Piper	Principal	ex Officio	
Joseph Simpkin	Parent Representative	Elected	Sep 2025
Paul Sorensen	Parent Representative	Elected	Sep 2028
Lorraine Ripikoi	Parent Representative	Elected	Sep 2028
Sheryl Gray	Staff Representative	Elected	Sep 2025
Sara McKinley	Staff Representative	Elected	Sep 2028

Arapohue School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$560 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Arapohue School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



ARAPOHUE SCHOOL

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Statement of Variance 2025

Evaluation and Analysis of Student Progress and Achievement 2025

Giving Effect to Te Tiriti o Waitangi 2025



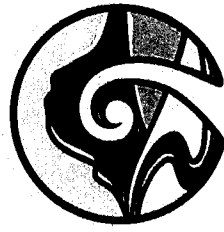
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Statement of Variance 2025

School number: 1002

Strategic Goal: To grow a connected community to increase engagement and success				
Initiative 1: Review and enhance our reporting processes to ensure effective communication and meaningful information-sharing with our parent community.				
Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Review current processes	Review was put on hold until further information was provided from MoE re new reporting expectations.			
Explore SchoolTalks for reporting capabilities	Staff attended regular professional development sessions with the facilitator, building their knowledge, expertise, and confidence in entering student achievement data into SchoolTalks. This preparation will support the next steps once MoE guidance is provided. We trust that SchoolTalks will make the necessary adjustments, and staff will be well prepared to use the platform for reporting.			



ARAPOHUE SCHOOL

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Statement of Variance 2025

School number: 1002

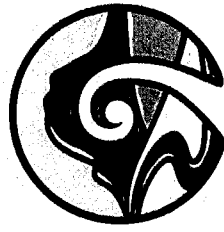
Strategic Goal: To grow a connected community to increase engagement and success				
Initiative 2: Continue to foster relationships within our community to provide students with diverse opportunities that extend, challenge, stimulate, and increase engagement.				
Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Continue to access and utilise support from community experts to support learning programmes	Throughout the 2025 school year, we continued to access and utilise support from a range of community experts to enhance our learning programmes. Students engaged in sessions delivered by specialist sports providers, including cricket, rugby, swimming, and soccer. We also worked closely with EnviroSchools facilitators to strengthen our environmental learning. In addition, classes participated in a variety of community events, further enriching students' learning experiences and strengthening connections with our wider community.			



ARAPOHUE SCHOOL

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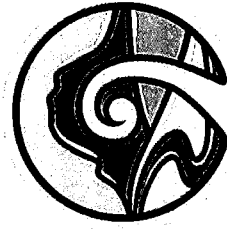
Strategic Goal: Develop our physical environment to ensure it supports and reflects our school culture and learning programmes				
Initiative 1: Continue our EnviroSchools journey with a focus on developing gardens to produce kai for sharing with the community.				
Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
All classes planting vegetables Explore 'Pataka Kai' for the community	We were successful in securing funding to build a Pātaka Kai; however, progress on this initiative has not moved beyond the funding stage. As part of a community working bee, students, whānau, and staff participated in a planting day where an additional 20 fruit trees were planted. While this event was well supported, we were unable to maintain a strong in-class focus on vegetable planting this year. Classes also found it challenging to keep on top of maintaining their garden spaces, with contributing factors including weather conditions and the pressures of an increasingly crowded curriculum. Reflecting on previous years, garden maintenance proved more manageable when it was timetabled as a whole-school gardening session at the start of the day each Friday. This structure helped ensure consistency, with only winter months presenting challenges. Moving forward, having a set, regular time for gardening is preferred as it provides routine and helps ensure this mahi remains a sustained focus.			
Ongoing focus of maintaining existing gardens				



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Strategic Goal: Develop our physical environment to ensure it supports and reflects our school culture and learning programmes				
Initiative 2: Explore options for a bike track, with fundraising efforts supporting this long-term goal.				
Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Complete prep of rugby field • Spraying of gorse/weeds • Clearing of trees • Planting of natives Develop plan for track				Significant progress was made this year toward our goal of preparing the rugby field, managing vegetation, planting natives, and developing a plan for the track. A contractor was engaged to spray and control gorse and other weeds, followed by a second contractor who completed the land-clearing work. As part of a community working bee, over 120 donated native plants were successfully planted, further enhancing the area. The Board has allocated funds to continue development and has been working alongside an external company to design a proposed track. A subcommittee has been established to guide this project, and funding applications have been completed to support the next stages. This work will continue into 2026 as we progress toward the long-term vision for the space.



ARAPOHUE SCHOOL

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Strategic Goal: Design and develop high quality learning programmes that engage, inspire and grow our learners				
Initiative 1: Explore evidence-based approaches to teaching and learning, ensuring our methods align with best practice.				
Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Undertake MOE PLD around Numeracy, Literacy and Science of Learning Update our school curriculum to reflect new Ministry of Education (MOE) guidelines.	Ongoing and frequent changes to the national curriculum meant that guidance continued to shift throughout the year. As a result, we were unable to meaningfully review or update our localised curriculum, and this work has been placed on hold until the finalised New Zealand Curriculum is released. Staff did participate in Structured Literacy professional development through Coactive. This included two days of face-to-face delivery, one day of online training, and an expectation to attend eight Community of Practice (COP) workshops. While staff made every effort to attend, the scheduling of the COPs—often held on consecutive afternoons within the same week—made full participation impractical. Attending up to four after-school sessions in a row was an unrealistic expectation. Despite these challenges, staff found the face-to-face sessions highly valuable, noting strong practical application for classroom practice. The online components were perceived as less beneficial in comparison. Numeracy PD will take place in 2026.			



ARAPOHUE SCHOOL

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Strategic Goal: Design and develop high quality learning programmes that engage, inspire and grow our learners				
Initiative 1: Develop and trial targeted strategies to boost student attendance, aligning our efforts with MOE attendance goals.				
Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Initiate mid and end of term attendance checks and communicate concerns with parents	We initiated mid- and end-of-term attendance checks, trialling several formats before establishing a process that was clear, easy to understand, straightforward to collate, and genuinely purposeful. While parent feedback on the usefulness of these updates was mixed, the system provided clear expectations, aligned with government priorities, and offered a helpful starting point for conversations with families where attendance concerns needed to be addressed. Our attendance data shows a positive upward trend, with 69% of students attending regularly in 2025, compared with 60% in 2024 and 51% in 2023. To continue this momentum, an Attendance Management Plan will be developed and implemented in 2026. Programmes and incentives to remove barriers to attendance will form part of this work moving forward.			
Initiate programmes and incentives to remove barriers to attendance				



ARAPOHUE SCHOOL

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Evaluation and Analysis of Student Progress and Achievement 2025

School number: 1002

Strategic Aim:

Students will all progress across learning areas in their achievement working to meet the required standard as per NZC/Te Mātaiaho

Our assessments at the end of 2024 were: 78% (32/41) Reading; 73% (30/41) Maths; 61% (25/41) Writing. Our goal was to continue to improve in all areas with a particular focus on writing.

Annual Aim:

- 80% of students to be working at or above expectation in reading and maths
- 75% of students to be working at or above expectation in writing

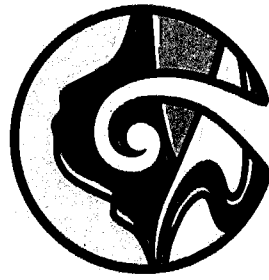
Target Group:

Whole school

Baseline data

Testing and OTJ showed that at the end of 2024:

- 78% of our students were working at or above expectation in reading
- 73% of our students were working at or above expectation in maths
- 61% of our students were working at or above expectation in writing



ARAPOHUE SCHOOL

Te ara ki mātauranga • The pathway to knowledge

Evaluation and Analysis of Student Progress and Achievement 2025

School number: 1002

Actions (what did we do?)	Outcomes (what happened?)
- Engaged in Structured Literacy professional learning as a team. - Continued with Writer's Toolbox - support by growing structured literacy approach understandings. - Continued with DIMIC Maths - providing opportunities for rich maths investigations everyday.	These actions resulted in a increase of; 13% in reading 16% in maths 14% in writing Of student working at or above expectations. These actions both consolidate learning as well as supported growth in achievement. Please see results below.
Annual Aim: 80% of students to be working at or above expectation in reading and maths Result: 91% (32/35) of our students working at or above in Reading 89% (31/35) of our students working at or above in Maths 75% of students to be working at or above expectation in writing Result: 75% (26/35) of our students working at or above in Writing	



ARAPOHUE SCHOOL

Te ara ki mātauranga • The pathway to knowledge

Evaluation and Analysis of Student Progress and Achievement 2025

School number: 1002

Reasons for the variance (why did it happen?)	Evaluation (where to next?)
• High Expectations: Set a professional tone by establishing high expectations and focusing on structured learning timetables. • Celebrating Success: Acknowledge current strengths while fostering professional growth within the Structured Literacy approach. • Collaborative Inquiry: Facilitate regular professional discussions focused on student progress, achievement, and the specific teaching practices that drive them.	• Maths Curriculum Alignment: Explore the NZ Maths curriculum as a team to determine how it integrates with and enhances our current mathematics program. • Structured Literacy Continuity: Continue embedding the structured literacy approach by refining classroom practices and reflecting on its implementation across all year levels. • BSLA Expansion: Introduce the Better Start Literacy Approach (BSLA) to the senior classes and facilitate the sharing of these insights with the wider team. • SchoolTalk Consolidation: Consolidate the use of SchoolTalk to streamline the marking of progressions, OTJs, and formal reporting
Planning for next year 2026: • Explore BSLA - phonics plus intro with Junior school • BSLA structured literacy for Years 7-8 • MOE Maths curriculum team PLD • Look at additional learning, and health support for students who are not making progress - RTLB & Mana Ake referral	



ARAPOHUE SCHOOL

Te ara ki mātauranga • The pathway to knowledge

Giving Effect to Te Tiriti o Waitangi 2025

School number: 1002

Arapohue School is committed to fulfilling its obligations under Te Tiriti o Waitangi by embedding principles of Tikanga Māori, Mātauranga Māori and Te Ao Māori into its plans, policies and local curriculum. The school actively works towards providing instruction in tikanga and te reo, alongside ensuring equitable outcomes for Māori students. The efforts and initiatives undertaken by Arapohue School are outlined below:

Arapohue School recognises the significance of Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand. The school is committed to upholding its responsibilities outlined in the Treaty, particularly in relation to the fostering of Māori cultural identity, language and in achieving equitable outcomes for Māori students. Arapohue School ensures that its plans, policies and local curriculum are reflective of local Tikanga Māori, Mātauranga Māori and Te Ao Māori. This is achieved through:

- Integration of Māori world view across all learning areas, including history, science and the arts, to provide students with a holistic understanding of Te Ao Māori.
- Including Māori cultural events, such as pōwhiri, mihi whakatau, kapa haka, Matariki, Māori Language Week, into our school calendar to celebrate and promote Māori language and culture
- Working to build positive relationships with local iwi and Māori community leaders to incorporate traditional knowledge, practices and perspectives into school policies and curriculum development
- Arapohue School is committed to making instruction available in tikanga Māori and te reo Māori through:
- Providing professional development opportunities for staff to upskill in Te Reo Māori and Tikanga Māori, enabling them to integrate these principles into their teaching practices.
- Partnering with local Māori language experts and cultural practitioners to deliver authentic learning experiences in Tikanga Māori and Te Reo Māori.
- Integrating Te Reo and Tikanga Māori into classroom programmes, and events
- Including daily karakia, waiata, whakatauki into all classroom programmes.

Arapohue School is dedicated to achieving equitable outcomes for Māori students by:

- Implementing targeted support programs to address the unique needs and aspirations of Māori learners, including culturally responsive teaching practices and mentoring initiatives.
- Monitoring and analysing data on academic achievement, attendance, and wellbeing to identify and address disparities between Māori and non-Māori students.
- Fostering strong relationships with whānau and community stakeholders to collaboratively support the educational success of Māori students both inside and outside the classroom.

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF ARAPOHUE SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025**

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The Auditor-General is the auditor of Arapohue School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates to carry out the audit of the financial statements of the School on pages 2 to 20, 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 29 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 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, Giving Effect to Te Tiriti o Waitangi, Members of the Board and Statement of KiwiSport funding.

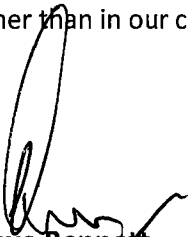
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Steve Bennett

BENNETT & ASSOCIATES

On behalf of the Auditor-General
Whangarei, New Zealand

