

KINGSWAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 432

Principal: Graeme Budler

School Address: 100 Jelas Road, Red Beach, Auckland

School Postal Address: PO Box 54, Red Beach, Auckland, 0945

School Phone: 09 200 1931

School Email: principal@kingsway.school.nz

Accountant / Service Provider: In house

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Paul Claydon	Presiding Member	Proprietor appointed	2025
Graeme Budler	Principal ex Officio	Executive Principal	Indefinite
Raelene Beguely	Parent Representative	Elected by Parents	2025
Amira McMurray	Parent Representative	Elected by Parents	2025
Jordan Barley	Parent Representative	Elected by Parents	2025
Hayley Cross	Parent Representative	Elected by Parents	2025
James Kimber	Proprietor Representative	Proprietor appointed	2025
Neels van Rensburg	Proprietor Representative	Proprietor appointed	2025
Nick Bradley	Proprietor Representative	Proprietor appointed	2025
Philip Mark Bradley	Proprietor Representative	Proprietor appointed	2025
Vanessa Gatman	Staff Representative	Applied for by staff member	2025
Matthew McMurray	Student Representative	Student Representative	2024



KINGSWAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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KingsWay School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Paul Claydon

Full Name of Presiding Member



Signature of Presiding Member

30 May 2025

Date:

Graeme Michael Budler

Full Name of Principal



Signature of Principal

30 May 2025

Date:

KingsWay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	15,333,965	15,486,828	14,603,387
Locally Raised Funds	3	4,113,435	3,813,071	3,354,622
Use of Proprietor's Land and Buildings		2,070,000	-	2,070,000
Interest		169,923	76,868	107,589
Gain on Sale of Property, Plant and Equipment		506	-	554
Other Revenue		3,419	2,217	23,652
Total Revenue		21,691,248	19,378,984	20,159,804
Expense				
Locally Raised Funds	3	2,091,396	1,759,251	1,830,852
Learning Resources	4	13,800,222	13,742,334	13,000,497
Administration	5	2,241,396	2,662,866	1,997,259
Interest		11,379	16,431	10,074
Property	6	3,278,900	1,154,514	3,305,638
Other Expense	7	4,432	-	-
Loss on Disposal of Property, Plant and Equipment		3,879	-	489
Total Expense		21,431,604	19,335,396	20,144,809
Net Surplus / (Deficit) for the year		259,644	43,588	14,995
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		259,644	43,588	14,995

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

KingsWay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		3,045,494	2,682,045	2,715,638
Total comprehensive revenue and expense for the year		259,644	43,588	14,995
Contributions from the Ministry of Education		246,810	-	-
Contribution - Furniture and Equipment Grant		386,477	319,861	319,861
Movement in Bequest Reserves		(1,893)		(5,000)
Equity at 31 December		3,936,532	3,045,494	3,045,494
Accumulated comprehensive revenue and expense		3,818,078	2,925,147	2,925,147
Reserves		118,454	120,347	120,347
Equity at 31 December		3,936,532	3,045,494	3,045,494

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.

KingsWay School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	3,128,224	3,212,033	3,212,033
Accounts Receivable	9	1,150,313	1,007,229	1,007,229
Prepayments		168,145	188,090	188,090
Inventories	10	177,682	204,202	204,202
		4,624,364	4,611,554	4,611,554
Current Liabilities				
GST Payable		(7,990)	(43,104)	(43,104)
Accounts Payable	12	1,223,803	1,371,837	1,371,837
Borrowings	13	38,229	-	-
Revenue Received in Advance	14	1,203,786	1,031,094	1,031,094
Provision for Cyclical Maintenance	15	66,928	9,560	9,560
Finance Lease Liability	16	69,394	-	63,058
Funds held in Trust	17	654,333	674,643	674,643
		3,248,483	3,044,030	3,107,088
Working Capital Surplus/(Deficit)		1,375,881	1,567,524	1,504,466
Non-current Assets				
Property, Plant and Equipment	11	2,907,954	2,064,541	2,064,541
		2,907,954	2,064,541	2,064,541
Non-current Liabilities				
Borrowings	13	66,901	143,359	143,359
Provision for Cyclical Maintenance	15	219,589	330,469	330,469
Finance Lease Liability	16	60,813	112,743	49,686
		347,303	586,571	523,514
Net Assets		3,936,532	3,045,494	3,045,494
Equity		3,936,532	3,045,494	3,045,494

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

KingsWay School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		4,148,711	3,798,033	3,670,352
Locally Raised Funds		3,013,743	2,754,629	2,420,354
International Students		1,338,583	1,060,659	1,143,996
Goods and Services Tax (net)		32,770	-	12,387
Payments to Employees		(3,861,736)	(3,514,454)	(2,858,822)
Payments to Suppliers		(4,080,001)	(3,688,684)	(3,853,211)
Interest Paid		(11,379)	(16,431)	(10,074)
Interest Received		124,116	76,868	107,589
Net cash from/(to) Operating Activities		704,807	470,620	632,571
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		764	-	65
Purchase of Property Plant & Equipment (and Intangibles)		(1,104,532)	(470,620)	(576,148)
Net cash from/(to) Investing Activities		(1,103,768)	(470,620)	(576,083)
Cash flows from Financing Activities				
Furniture and Equipment Grant		386,477	-	319,861
Contributions from Ministry of Education		-	-	(5,000)
Finance Lease Payments		(12,505)	-	(15,212)
Loans Received		-	-	(38,229)
Repayment of Loans		(38,229)	-	353,702
Funds Administered on Behalf of Other Parties		(20,310)	-	-
Net cash from/(to) Financing Activities		315,433	-	615,122
Net increase/(decrease) in cash and cash equivalents		(83,528)	-	671,610
Cash and cash equivalents at the beginning of the year	8	3,212,033	3,212,033	2,540,423
Cash and cash equivalents at the end of the year	8	3,128,505	3,212,033	3,212,033

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.

KingsWay School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

KingsWay 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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 11.

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 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants

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 KingsWay Trust. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. 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.

h) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. This was not required during the 2024 financial year.

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

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

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

Revenue received in advance relates to fees received from International students, Donations received from students attending in the following year and grants received (for example Principal's Coaching and Support grant) where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

n) 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.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites 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, the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

p) Financial Instruments

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

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

q) Borrowings

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	4,061,712	3,747,878	3,648,253
Teachers' Salaries Grants	11,185,129	11,645,207	10,861,319
Other Government Grants	87,124	93,743	93,815
	<u>15,333,965</u>	<u>15,486,828</u>	<u>14,603,387</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	1,283,197	1,213,283	1,026,986
Fees for Extra Curricular Activities	1,185,525	1,051,606	1,109,047
Trading	392,494	454,968	415,666
Fundraising and Community Grants	1,020	-	1,000
Other Revenue	30,907	32,555	27,393
International Student Fees	1,220,292	1,060,659	774,530
	<u>4,113,435</u>	<u>3,813,071</u>	<u>3,354,622</u>
Expense			
Extra Curricular Activities Costs	1,203,373	917,461	1,121,681
Trading	214,993	272,529	267,314
Other Locally Raised Funds Expenditure	16,704	15,088	13,643
International Student - Employee Benefits - Salaries	175,136	163,066	133,524
International Student - Other Expenses	481,190	391,107	294,690
	<u>2,091,396</u>	<u>1,759,251</u>	<u>1,830,852</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>2,022,039</u>	<u>2,053,820</u>	<u>1,523,770</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	358,023	468,855	366,335
Information and Communication Technology	186,735	202,696	181,788
Employee Benefits - Salaries	12,628,216	12,440,409	11,876,331
Staff Development	101,622	159,754	137,089
Depreciation	522,520	470,620	438,954
Other Learning Resources	3,106	-	-
	<u>13,800,222</u>	<u>13,742,334</u>	<u>13,000,497</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	19,613	14,520	14,400
Board Fees and Expenses	12,277	15,750	12,904
Legal Fees	95,236	20,560	5,156
Other Administration Expenses	131,762	234,311	145,921
Employee Benefits - Salaries	1,898,857	2,302,775	1,747,925
Insurance	33,583	27,787	24,731
Service Providers, Contractors and Consultancy	50,068	47,163	46,222
	<u>2,241,396</u>	<u>2,662,866</u>	<u>1,997,259</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	294,641	315,129	298,418
Cyclical Maintenance	(26,112)	-	90,664
Heat, Light and Water	242,046	191,214	191,114
Rates	-	199	189
Repairs and Maintenance	228,311	265,595	269,364
Use of Land and Buildings	2,083,398	15,009	2,084,498
Employee Benefits - Salaries	325,209	253,411	240,854
Other Property Expenses	131,407	113,957	130,537
	<u>3,278,900</u>	<u>1,154,514</u>	<u>3,305,638</u>

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

7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Loss on Uncollectable Accounts Receivable	4,432	-	-
	<u>4,432</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	496,978	543,660	543,660
Short-term Bank Deposits	2,650,000	2,682,114	2,682,114
Bank Overdraft	(18,754)	(13,741)	(13,741)
Cash and cash equivalents for Statement of Cash Flows	<u>3,128,224</u>	<u>3,212,033</u>	<u>3,212,033</u>

The carrying value of short-term deposits with original maturity dates of 365 days or less approximates their fair value.

Of the \$3,128,224 Cash and Cash Equivalents, \$232,741 of Revenue Received in Advance is held by the School, as disclosed in note 14.

Of the \$3,128,224 Cash and Cash Equivalents, \$8,200 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$3,128,224 Cash and Cash Equivalents, \$962,845 of International Student fees are held by the School, as disclosed in note 14.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	23,329	91,841	91,841
Interest Receivable	48,732	2,925	2,925
Teacher Salaries Grant Receivable	1,078,252	912,463	912,463
	<u>1,150,313</u>	<u>1,007,229</u>	<u>1,007,229</u>
Receivables from Exchange Transactions	72,061	94,766	94,766
Receivables from Non-Exchange Transactions	1,078,252	912,463	912,463
	<u>1,150,313</u>	<u>1,007,229</u>	<u>1,007,229</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	177,682	204,202	204,202
	<u>177,682</u>	<u>204,202</u>	<u>204,202</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	10,585	-	-	-	(4,242)	6,343
Furniture and Equipment	1,601,739	861,904	(1,592)	-	(283,161)	2,178,890
Information and Communication Technology	284,051	395,322	(1,477)	-	(140,789)	537,107
Motor Vehicles	58,229	19,131	-	-	(15,942)	61,418
Leased Assets	109,937	92,645	-	-	(78,386)	124,196
	2,064,541	1,369,002	(3,069)	-	(522,520)	2,907,954

The net carrying value of ICT equipment held under a finance lease is \$124,196 (2023: \$82,170)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	59,904	(53,561)	6,343	59,904	(49,319)	10,585
Furniture and Equipment	3,828,601	(1,649,711)	2,178,890	2,982,340	(1,380,601)	1,601,739
Information and Communication Technology	1,554,187	(1,017,080)	537,107	1,161,542	(877,491)	284,051
Motor Vehicles	170,041	(108,623)	61,418	170,210	(111,981)	58,229
Leased Assets	244,780	(120,584)	124,196	214,810	(104,873)	109,937
Library Resources	126,328	(126,328)	-	126,328	(126,328)	-
	5,983,841	(3,075,887)	2,907,954	4,715,134	(2,650,593)	2,064,541

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	97,701	296,789	296,789
Accruals	26,995	122,283	122,283
Employee Entitlements - Salaries	15,088	18,610	18,610
Employee Entitlements - Leave Accrual	1,084,019	934,155	934,155
	1,223,803	1,371,837	1,371,837
Payables for Exchange Transactions	1,223,803	1,371,837	1,371,837
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	1,223,803	1,371,837	1,371,837

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loans due in one year	38,229	-	-
	<u>38,229</u>	<u>-</u>	<u>-</u>
Loans due after one year	66,901	143,359	143,359
	<u>66,901</u>	<u>143,359</u>	<u>143,359</u>

The school has borrowings at 31 December 2024 of \$105,130 (31 December 2023 \$143,359). This loan is from the Energy Efficiency and Conservation Authority (EECA) for the purpose of installing LED lighting. The loan is unsecured, interest is 0% per annum and the loan is payable in equal instalments of \$9557.25.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	8,200	6,900	6,900
International Student Fees in Advance	962,845	844,554	844,554
Other revenue in Advance	232,741	179,640	179,640
	<u>1,203,786</u>	<u>1,031,094</u>	<u>1,031,094</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	340,029	330,469	249,365
Increase to the Provision During the Year	(26,112)	-	90,664
Use of the Provision During the Year	(27,400)	-	-
Other Adjustments	-	9,560	-
Provision at the End of the Year	<u>286,517</u>	<u>340,029</u>	<u>340,029</u>
Cyclical Maintenance - Current	66,928	9,560	9,560
Cyclical Maintenance - Non current	219,589	330,469	330,469
	<u>286,517</u>	<u>340,029</u>	<u>340,029</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	77,867	-	70,292
Later than One Year and no Later than Five Years	65,694	-	53,048
Future Finance Charges	(13,353)	-	(10,596)
	<u>130,208</u>	<u>-</u>	<u>112,744</u>
Represented by			
Finance lease liability - Current	69,394	-	63,058
Finance lease liability - Non current	60,813	112,743	49,686
	<u>130,207</u>	<u>112,743</u>	<u>112,744</u>

17. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	654,333	674,643	674,643
	<u>654,333</u>	<u>674,643</u>	<u>674,643</u>

These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

18. 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.

The Proprietor of the School (The NZCPT) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues and property charges payable to the Proprietor. The amounts collected in total were \$263,817 (2023: \$166,138). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$226,296, (2023: \$199,807).

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	5,550	9,073
Leadership Team Remuneration	1,075,876	1,335,283
Full-time equivalent members	7	9
Total key management personnel remuneration	1,081,426	1,344,356

There are 11 members of the Board excluding the Principal. The Board has held **13** full meetings of the Board in the year. The Board also has a Finance and Property committee (4 members) that meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	270 - 280k	250-260k
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100-110	32	22
110-120	13	19
120-130	6	3
130-140	2	3
140-150	3	1
	56	48

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



20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$30,000	-
Number of People	1	-

21. Contingencies

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

The Board was notified of a claim of \$X alleging a breach of contract. The Board has not recognised this matter in the financial

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2024 Actual \$	2023 Actual \$
No later than One Year	6,292	7,406
Later than One Year and No Later than Five Years	1,297	7,088
	<u>7,589</u>	<u>14,494</u>

The total lease payments incurred during the period were \$7,406 (2023: \$7,406).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	3,128,224	3,212,033	3,212,033
Receivables	1,150,313	1,007,229	1,007,229
Total financial assets measured at amortised cost	<u>4,278,537</u>	<u>4,219,262</u>	<u>4,219,262</u>

Financial liabilities measured at amortised cost

Payables	1,223,803	1,371,837	1,371,837
Borrowings - Loans	66,901	143,359	143,359
Finance Leases	130,207	112,743	112,744
Total financial liabilities measured at amortised cost	<u>1,420,911</u>	<u>1,627,939</u>	<u>1,627,940</u>

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KINGSWAY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 24 to 42, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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



KingsWay School

*To be a Christian community of learning that nurtures young people
towards their full potential as servant leaders in the Kingdom of God.*

KingsWay School – Kiwisport Funding Report

For the Year Ended 31 December 2024

Kiwisport is a Government funding initiative to support students' participation in organised sports. The table below outlines the funding received, spent and the level of participation noted during the year:

Funding received during the year	\$ 37,235.14
Funding spent on: * Sport Coordinator Salary	\$ 37,235.14
Level of Participation	37%



KingsWay School

To be a Christian community of learning that nurtures young people towards their full potential as servant leaders in the Kingdom of God.

KingsWay School – Statement of Compliance with Employment Policy

For the Year Ended 31 December 2024

The 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.

Graeme Büdler

Executive Principal, KingsWay School

POSTAL ADDRESS FOR KINGSWAY SCHOOL: PO Box 54, Red Beach, Auckland 0945

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EMAIL office@kingsway.school.nz
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Statement of variance: progress against targets (required)

Strategic Goal 1:

Atawhai: that builds on Catholic culture and tradition

Annual Target/Goal:

To provide a rich induction programme for our Catholic Mercy Charism so that Mercy in Action defines McAuley High School.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Year 9 orientation includes an introduction to the Mercy charism and values	Orientation had a strong Mercy component	Year 9 Students can talk about Catherine McAuley when asked	Achieved as expected	Continue to build on a Mercy charism introduction for incoming Year 9 cohort - work with the RE dept for a richer

				introduction during orientation.
Action 2 New Staff Induction includes Mercy Charism and school values	Induction was refined to include our Charism	There is positive feedback from new staff	There could be more information given without overloading new staff	Handout prepared for new staff to read.
Action 3 Prefect Last Word linked to the Mercy value of the year	Last Word is personal, intentional and something our staff and students look forward to. The stories told resonate with our school and constantly reiterate messages around pursuit of excellence and Mercy values in action.	Staff and Student comment is positive	We exceeded our expectation with every prefect delivering a target motivational speech.	Include the Last Word in our newsletters and post on our social media platforms to share with our community (as our prefects often highlight their whānau), and for our students to continue to look back at their stories.
Action 4 At the end of some lessons students identify applicable Mercy values.	This was not actioned		We were unable to get the magnets made that were needed so it was not implemented	We will have a different approach next year
Action 5	Students leave at the end of the day having recentred themselves	Students informally say that prayer is said,	We needed to better resource teachers if we	To ensure there are prayer books in every classroom

Prayer is said at the end of the day.		however we have no hard data	are to then measure success	
Action6 School prayer is said in every Form time.		Students informally say that prayer is said, however we have no hard data. It is definitely prayed at every weekly assembly.		To create bookmarks with the prayer on them for students to carry, to enable them easy access to a wordie prayer
Action7 Students can identify their own actions of Mercy	Actioned in PE only who were already set up for these conversations		We were unable to get the magnets made that were needed so it was not implemented	Use a different approach in 2025
Action 8 Service groups lists published in staffroom	Staff are aware of who the prefects are and their role in the School	The service lists were published in the staffroom	Achieved as expected	To continue in 2025
Action9 Parents welcomed to attend a school Mass	A number of parents attended our Cathedral Mass	Open invitation to our Dedication Cathedral Mass in week 2 Term 1 Invitation to the Year 9 Mass in week 1 Term 1	We also invited parents to our thanksgiving Mass. Parents were appreciative of the opportunity	We have identified the groups to be invited in 2025. We are limited by space.

Strategic Goal 2:

Ako: to be the best we can be .

Annual Target/Goal:

Design and plan learning programmes that are culturally responsive and ensure all Ākonga access knowledge, understandings, and practices that promote excellence, inclusion, and equity.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<i>This is the sources of information the board used to determine those outcomes.</i>	<i>Think about both where you have exceeded your targets or not yet met them.</i>	<i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Po ako runs 2x week	There has been a large increase in internal pass rate of level 2 and 3 compared to 2023	Subject teachers attended Po Ako leading up to assessment deadlines to help students.	We are delighted with the improved pass rate in internals, this evening tutoring is proving to be very successful, and numbers are now limited	We will continue with the program, provided funding is sourced.

	<p>Level 2 27% increase</p> <p>Level 3 34% increase</p>	Target is 10 % pass rates increases from involved departments	to 100 students each night.	
<p>Action 2</p> <p>Whole staff Professional development in numeracy and literacy weekly</p>	<p>There has been an increase in the pass rate for Literacy and Numeracy compared to the same time in 2023 (first CAA)</p> <p>Writing increased from 12% to 63%,</p> <p>Reading from 33% to 49%,</p> <p>Numeracy from 17% to 29%.</p> <p>Staff are more confident in implementing Literacy and Numeracy within their curriculum.</p>	<p>PD was a weekly event.</p> <p>Target was By the end of year 10, 75% of students pass the two Literacy and one Numeracy standard</p>	<p>We are pleased with the shift in results , all staff are on board with being a teacher of literacy, numeracy and their subject specialty</p>	<p>The PD focus will continue in 2025</p>
<p>Action 3</p> <p>Departmental Professional development in numeracy and literacy with focused strategies, and a commitment to implement PLD. runs weekly</p>	<p>Changes seen in classroom observation and by reporting back in departments every 3 weeks. All staff are now literacy and numeracy teachers</p>	<p>We engaged outside providers , we have consistency across departments on essay writing by using a standard model “ Magic”</p>	<p>Teachers have engaged with the Professional Development despite it being time consuming.</p>	<p>The PD focus will continue in 2025</p>
<p>Action 4</p> <p>One Afternoon-Evening for TPS interviews</p>	<p>We achieved 63% attendance</p>	<p>Target was Attendance by 70% of Caregivers .</p>	<p>Feedback from caregivers was very positive and 100% supportive of the change in structure</p>	<p>We will continue with the new model in 2025</p>

Strategic Goal 3:

Hauora: That nurtures home and heart.

Annual Target/Goal:

Strengthen resilience, culture, beliefs, and values so that Ākonga confidently carry who they are wherever they go.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Cultural Activity for minority communities	This was not actioned.		This action would have come from the back of Action 2, which did not occur and therefore, this was not implemented.	Hold the meeting so we can mobilise our parents to facilitate cultural activities. Extend our Pō Fiafia event to include our minority cultures.

Action 2 Parent Huis for our minority groups	This was not actioned.		Difficulty in selecting an appropriate time for it within our calendar.	Include this hui to the 'Meet the Parents' event.
Action 3 Mindfulness Mondays & Friday Reflections	Prefects took the initiative to address students via the intercom on a Monday morning to start the week	Reflections were heard in every room in the school. Students and Staff paused for the few minutes it was broadcast.	The reflections were thoughtful, relevant and appreciated by all. They were more than we expected, being very well prepared by the prefect team.	We will continue with this program in 2025
Action 4 Form time moved to after period 2 and is structured	<p>Not all staff engaged with all the structured activities but used some of them.</p> <p>We used assembly slots twice per term to get Form teachers to engage students further with goal setting.</p>	Lateness has improved this year as a result of learning starting at 8.40am	The aim of getting students to school on time because it was learning time worked, lateness reduced. It also meant all students were present in form time and attending Dean's assembly, so messages were being heard by the students.	We will continue with the structure in 2025
Action 5 Talanoa evenings held for each year level	Parents attended in large numbers, and this increased with each term	Term 1,2,3 1 per year level per term Target was 10% increase in attendance. This was well achieved, the talanoa have been well supported and welcomed by parents.	This exceeded expectations and was something parents wanted and appreciated	We will survey parents to find out the day and time that best suits them as well as topics they would like addressed

Action 6 Potluck dinner for families new to McAuley (unconnected)	This did not occur due to the weather.			We will have a year 9 picnic in week 1 as a way to introduce families to the school.
Action 7 Parents welcomed in and offered opportunity to support language weeks		Parents were welcomed into the school if they wanted to attend any events.		
Action 8 Student/caregiver House breakfasts	This did not occur; however we did hold a leavers dinner instead.		SLT were overcommitted and focused elsewhere. It will take more organisation that we were aware of.	We will try the house breakfast next year in some capacity.
Action 9 Explicit anti-bullying messages	Revolution tour presented at assembly, and we ran pink shirt day	<p>Student Wellbeing @ School Survey - Results</p> <p>At school, everyone knows what to do if someone is being hurt or bullied.</p> <p>(2023) (2024)</p> <p>65.7% → 61.5%</p> <p>[Higher is better]</p> <p>Aspect: Aggressive Student Culture</p> <p>(2023) (2024)</p>	<p>Student confidence that either they or their peers know what to do if someone is being bullied has decreased</p> <p>BUT</p> <p>Students appear to identify the school as safer overall in 2024 with a decrease in the aggressive student culture.</p>	<p>Continue to promote the anti-bullying message in form class and assembly.</p> <p>Senior student leaders to help promote the anti-bullying message.</p> <p>(Staff PD) Identifying and dealing with gateway behaviours, e.g.</p> <ul style="list-style-type: none"> - Eye rolling - Ignoring / Excluding - Laughing cruelly

		11.6% → 11.2% [Lower is better] Aspect: Safe School (2023) (2024) 67.3% → 68.1% [Higher is better]	The results are mixed, and therefore it is prudent to identify this target as “not yet met”.	- Name calling Continue to develop Information for parents
Action 10 Digital citizenship	Digital citizenship activities were completed in junior health lessons and were included in Form Time Activities. Form class completion rate varies across the school.		Limited time available in form time; teachers not driving the completion of the activities.	Form Time Activities format will need to be further compressed to suit school calendar and time available for Form Time. Include this topic at our Talanoa Evenings.

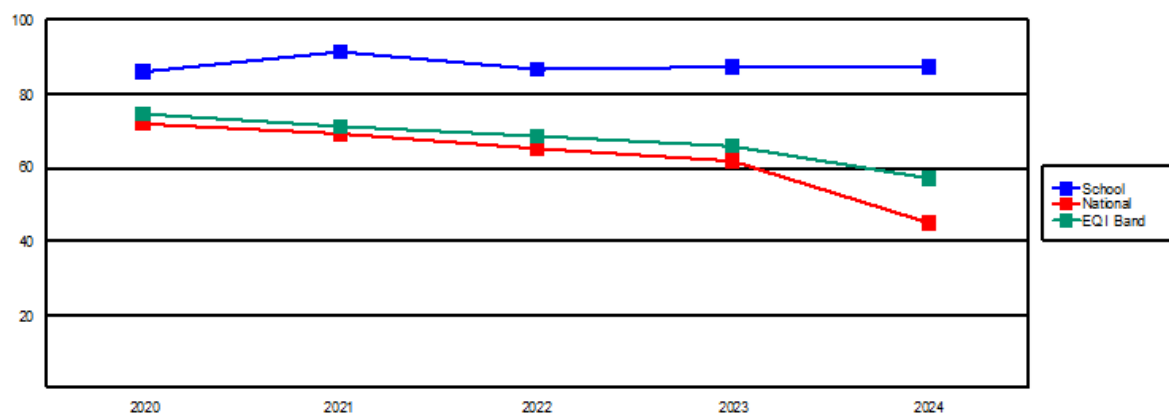
McAuley High School:

2024 Student Progress and Achievement

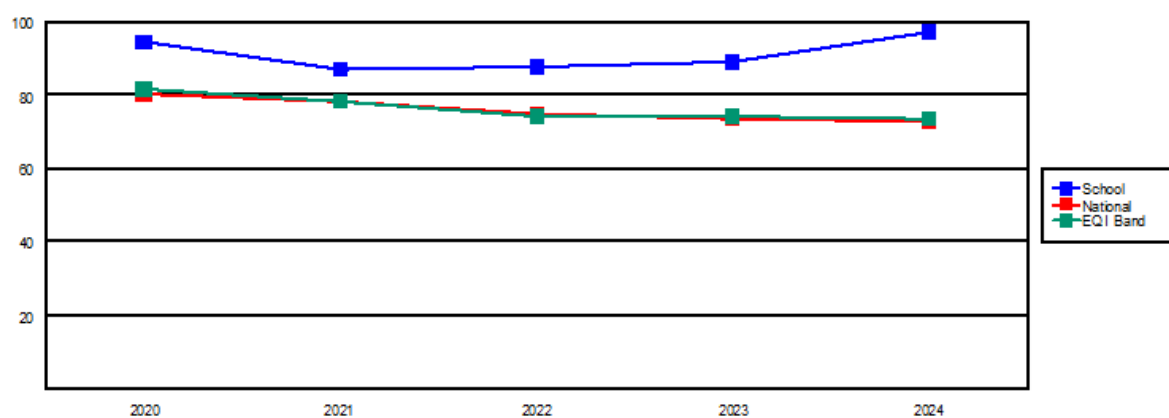
NCEA Results 2024

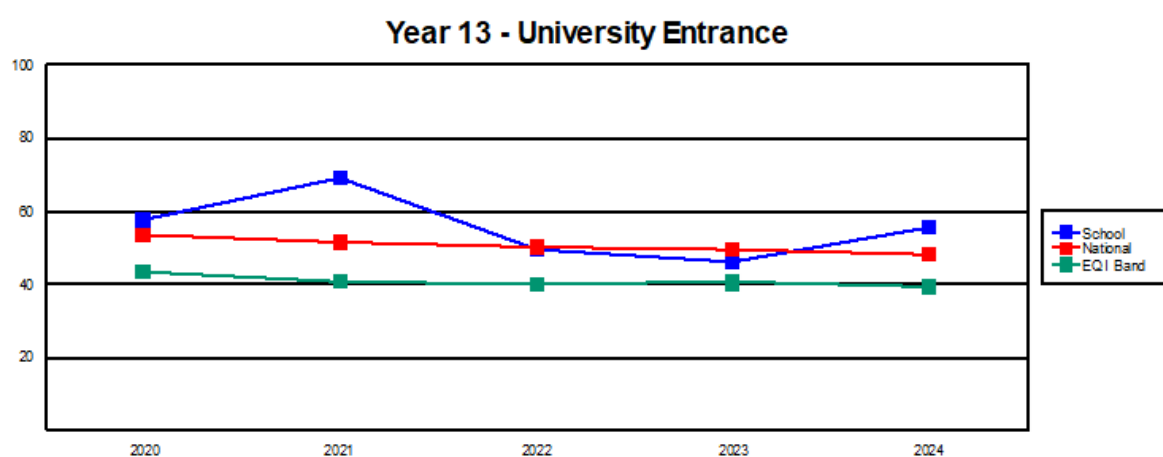
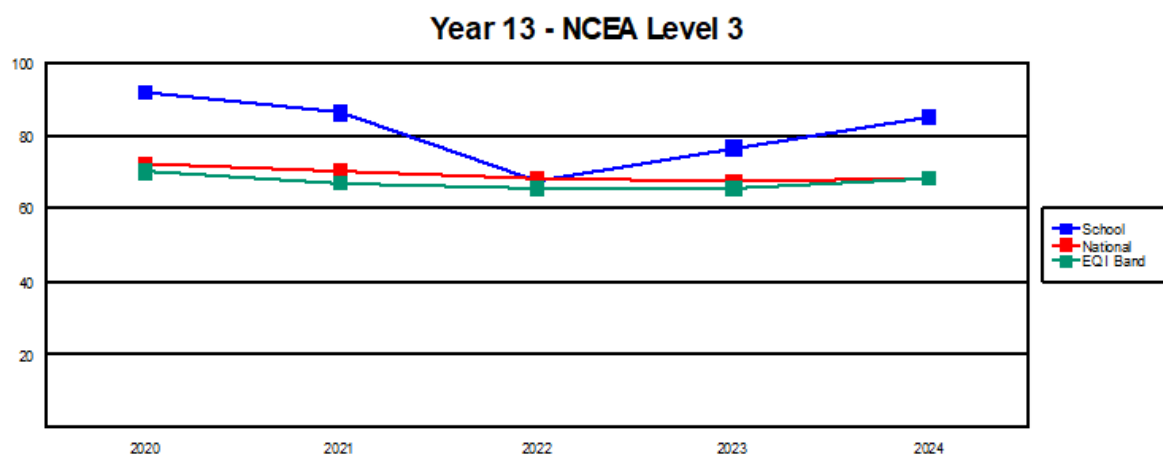
Level 1	87.4%
Level 2	97%
Level 3	85.3%
UE	56%

Year 11 - NCEA Level 1



Year 12 - NCEA Level 2

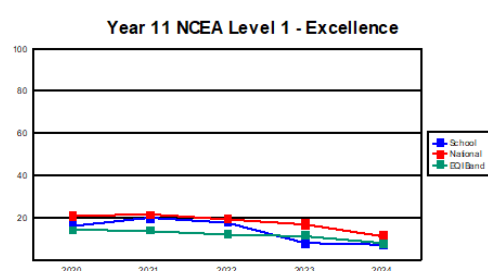
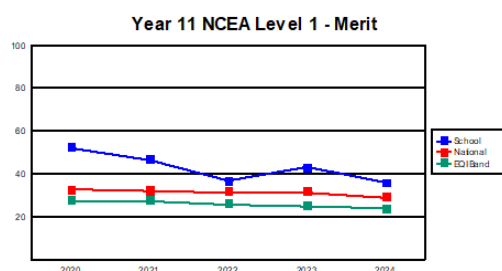


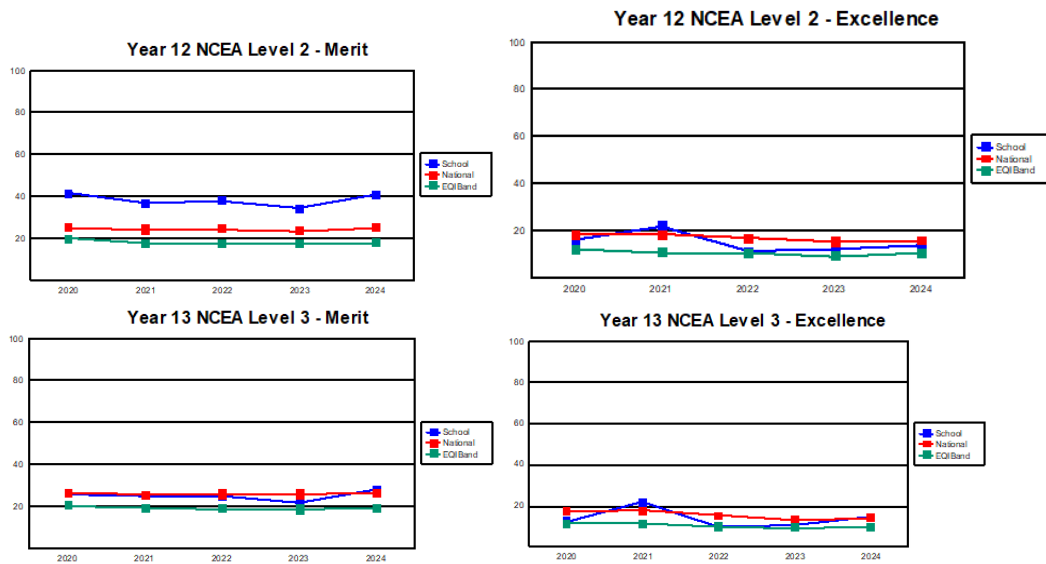


Results for all levels have lifted again in 2024 and are above both National and EQI results.

NCEA Endorsements 2024

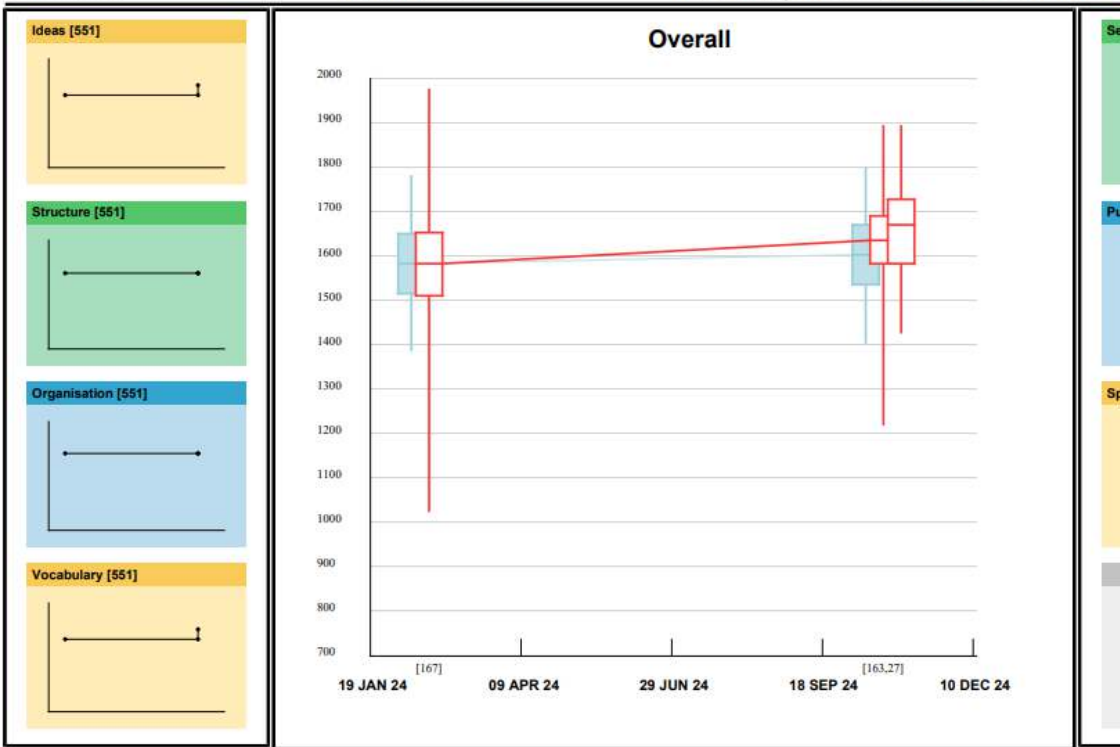
Level	Merit	Excellence
Level 1	35.6%	6.8%
Level 2	40.3%	13.4%
Level 3	27.6%	14.7%





Asstle Progress for year 9 and 10 in Reading, Writing and Numeracy







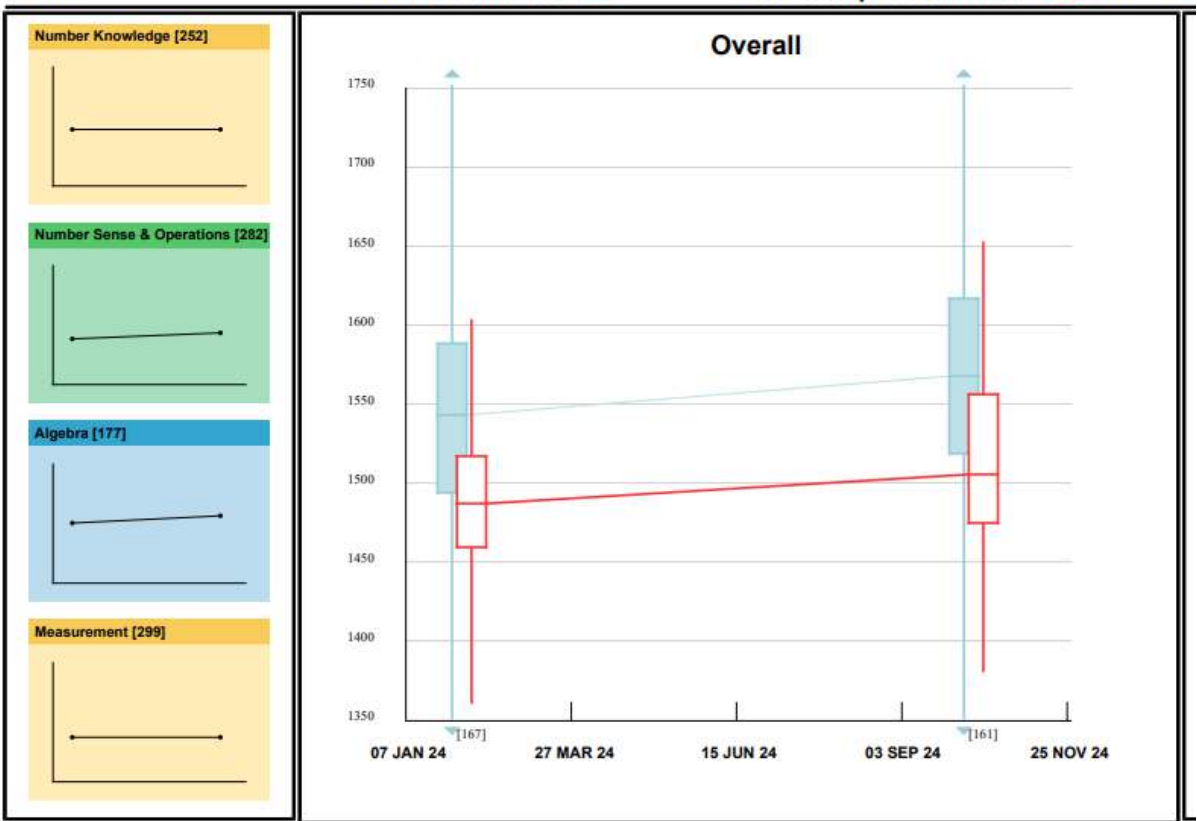
Progress Report for Subject: Mathematics
Group: All Test Candidates

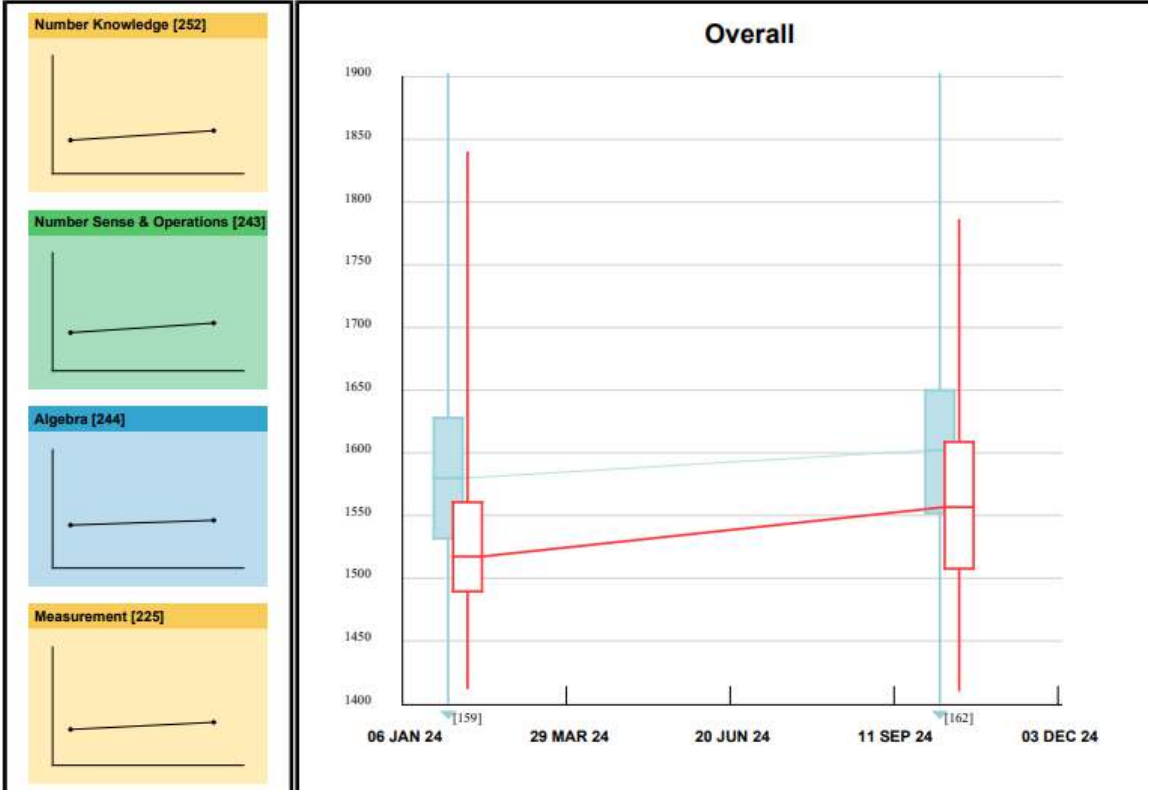
Period Tested: 08 February

Ethnicity: All
Year: 9
Gender: All

Language: All
Cluster: All Clusters
NZ Performance: 

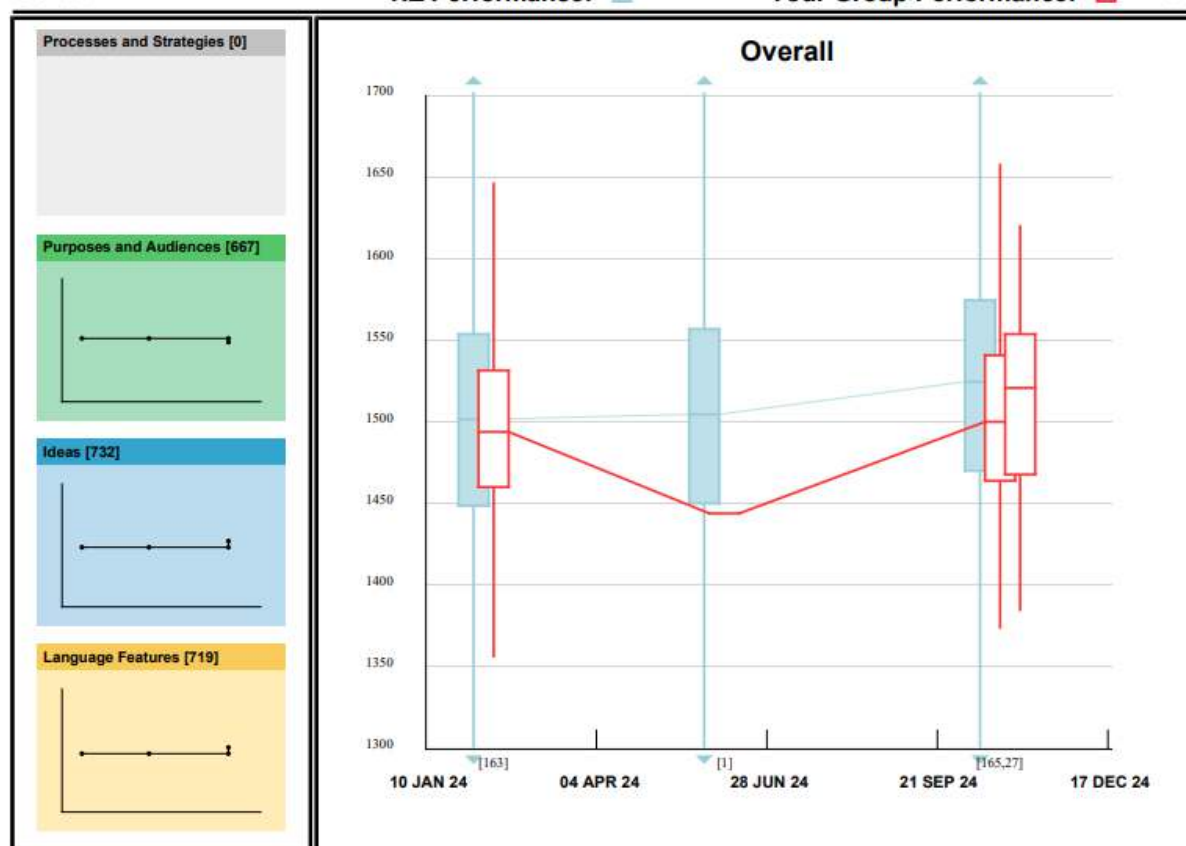
Location: All Schools
No. of S
Your Group Performance:  No. of R





Progress Report for Subject: Reading **Period Tested:** 13 February
Group: All Test Candidates

Ethnicity: All **Language:** All **Location:** All Schools **No. of Schools:** 1
Year: 9 **Cluster:** All Clusters
Gender: All **NZ Performance:**  **Your Group Performance:**  **No. of Schools:** 1



Results show an improvement across the year for years 9 and 10 in Reading, writing and Numeracy. Our students enter the school with below average scores, often 2 - 3 years below their peers. By the end of year 11 our students have caught up to their peers.

Literacy and Numeracy requirements for NCEA level 1

In 2024, all our Year 10 had 2 opportunities to sit the draft literacy and numeracy standards. Year 11 who had not gained Literacy and numeracy by either pathway, sat the CAA assessment in September. This year we have a targeted 3 period additional literacy class in year 10, and in year 11 an applied Maths class focussed on numeracy in term 1.

Yr 10 Numeracy US32406		
Academic Year and Session	McAuley	National
2023 B	17%	51%
2024 A	29%	55%
2024 B	17%	40%

Yr 10 Reading US32403		
Academic Year and Session	McAuley	National
2023 B	33%	57%
2024 A	49%	70%
2024 B	39%	56%

Yr 10 Writing US32405		
Academic Year and Session	McAuley	National
2023 B	12%	55%
2024 A	63%	66%
2024 B	44%	53%

Year 10 2024

Published result - Reading	QTY	Rate
Achieved	104	65%
Not achieved	56	35%
Total	160	100%

Published result - Writing	QTY	Rate
Achieved	119	74%
Not achieved	41	26%
Total	160	100%

Published result - Numeracy	QTY	Rate
Achieved	63	39%
Not achieved	97	61%
Total	160	100%

We know there is work to do on our numeracy Common Assessment Activity results, however it is difficult to compare to any data as we enter all our students in the assessment. Rather than just those we think will pass.

Year 9 and 10 Social Studies Progress 2024

Year Nine:

The positives were that 89.17% of the cohort achieved Level 4 or above (9.05% gained 5A) and this shows the cohort were working at the expected level for the year. 61.13% of the students were working at 4A/M while 18.81 were working at 4E. This is encouraging but still we would like to see all the students at level 4.

There are still 10.83 of the cohort working below the expected level.

Year Ten:

67.99% of the cohort are working at Level 5 or more, which means 32.01% had not reached the level expected, which is disappointing. One positive was the number of students gaining 5E and 6A which was 20.61%.

There were 14.72% who were working at 4E which means they were just under the expected Level of 5A.

The main reasons for these students not working at the expected levels were attendance issues (some students had serious health issues and missed a lot of lessons), some students were struggling with the literacy and numeracy aspects of the courses, as students are expected to write extended writing pieces and incorporate data and graphs within their work. Another issue for some of the students was incorporating keywords into their work or to show connections (insight). Keywords and insight are needed for the students to gain the E.

Students at Level 5 are expected to be writing short essays and incorporating specific information, keywords and data. Some students struggled with the assessment part of this, many also could not write from a perspective viewpoint which is a skill they will need in senior geography and history.

To improve progress, the main goal is to raise attainment and aim for getting 100% attainment at Year 9 and 10. In addition, to help the students to write in different forms, perspective writing and argumentative writing (which many of them struggle with).

Strategies to help the students remember keywords and specific information include creating flashcards, scaffolding essays in more detail especially for the weaker students, creating strategies for the students to be able to write from different perspectives such as empathy writing and writing from case study material. To help students 'do now' activities will continue to be focused on literacy.

To develop the numeracy, emphasis will be placed on reading and creating graphs and tables. Students will be expected to be able to draw and read from a variety of graphs. All the units will have numeracy interwoven into them.

Year 9 and 10 SCIENCE Progress 2024

Year 9 Science

Initial diagnostic assessments in Scientific Skills and the Material World, conducted at the beginning of Term 1, revealed a potential disparity in science emphasis across the primary and intermediate feeder schools. While 'Planets' emerged as a frequent topic of study, overall science content appeared less prominent. Notably, students from several local Catholic schools, benefiting from dedicated science specialists, demonstrated a stronger foundation in 'Matter.'

The diagnostic data indicated that the majority of Year 9 students' Scientific Skills ranged from Level 3A to 4A, with a small cohort exceeding these expectations. Recognizing the need to enhance these skills, teachers prioritized their development. Although foundational knowledge in 'Matter' and 'Changes of State' was evident within the cohort, a small group of students required targeted support.

By the end of the year, a significant positive increase was observed in both the Material World and Scientific Skills assessments. A substantial 70.4% of Year 9 students achieved Level 4 or higher in the Material World unit, with 56.2% exceeding expectations at Level 5. Concurrently, a marked improvement in Scientific Skills was evident, with 85% of students reaching Level 4 or above and 52% achieving Level 5.

The Wayfinding unit, encompassing both the nature of science and the Planet, Earth, and Beyond strand, demonstrated the highest academic achievement, with 87.9% of students attaining Level 4 or above. Notably, 52.4% achieved at Level 5. This success may be attributed to several factors, including the entire cohort's participation in the Aramoana Ocean Roads navigation program at the Maritime Museum. This experiential learning likely strengthened the alignment between learning objectives and real-world application. Furthermore, adjustments to the learning objectives and assessments to better reflect the unit's focus may have contributed to these positive outcomes.

We met at the start of the year to discuss the wayfinding unit. The consensus was that there needed to be explicit links to the AO's of this strand in the NZC. As a result, the Learning Objectives were updated and the format and marking of the assessment. The assessment context was updated, rather than a series of activities to complete to accommodate different learning styles, students had to work on a report that explains the science behind wayfinding. There were 2 parts.

Year 10 - Data analysis

It is clear from the data that the students are struggling with Physics. Moving to introduce foundational physics in Year 9 with energy, simple formula and forces will avoid the cognitive load of having to learn L4 and L5 Physics concepts in 3-4 months.

It is interesting to note that the Plant Project produces results however there are still a large number of students who are not Achieving at L5 in the Unit Test or End of Year Exam.

The End of Year Exams for both subject areas are difficult for the students to achieve L4 and L5 in.

To improve progress, the next steps are:

- Year 9 Curriculum Design - Detailed learning objectives with definitions for consistency across all classes
- Year 10 teachers will be using tracking sheets to ensure that students who are at risk are so HOL can provide support. Open door policy so that teachers are observing each other on a consistent basis to provide feedback but to also see the strategies in action that might help. Literacy focus with glossaries.

TE TIRITI O WAITANGI

te Tiriti o Waitangi | The Treaty of Waitangi Covenant Relationship

Christians were central to brokering Te Tiriti o Waitangi | The Treaty of Waitangi on 6 February 1840.

In the Bible, a covenant relationship is a sacred promise of relationship. A succession of esteemed leaders have variously described our Treaty as a covenant, a sacred oath, a treasure. “To look at the Treaty as a covenant, is to see it as not merely historical, but a relationship that continues through each generation, motivating us to honour our covenant responsibilities” (Common Grace, Aotearoa).

At KingsWay we seek to honour this covenant and its principles, particularly its provision for the active promotion of treasures, including te reo Māori, customary behaviours and practices, and traditions, values and practices.