

# GLEN EDEN INTERMEDIATE SCHOOL



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

<b>Ministry Number:</b>	1284
<b>Principal:</b>	Jonathan Hughes
<b>School Address:</b>	23 Kaurilands Road, Titirangi 0604
<b>School Postal Address:</b>	23 Kaurilands Road, Titirangi 0604
<b>School Phone:</b>	09 817 0032
<b>School Email:</b>	office@geis.school.nz
<b>Accountant / Service Provider:</b>	Schooled Limited



# GLEN EDEN INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
-------------	------------------

<a href="#">1</a>	Members of the Board
<a href="#">2</a>	Statement of Responsibility
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 18</a>	Notes to the Financial Statements

Independent Auditor's Report

### **Other Information**

2025 Student Achievement-Analysis of Variance

Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi

Statement of Compliance with Employment Policy

Kiwisport Note

# Glen Eden Intermediate School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Kirstie Barton O'Brien	Presiding Member	Elected	Sept 2028
Jonathan Hughes	Principal ex Officio	Appointed	Current
Charlie Folomu	Parent Representative	Elected	Sept 2028
Shelley Scarlett	Parent Representative	Elected	Sept 2028
Richard Skevington	Parent Representative	Elected	Sept 2028
Hayden Smith	Parent Representative	Elected	Sept 2028
Peter Lehmann	Staff Representative	Elected	Sept 2028
Megan Syddall	Presiding Member	Elected	Sept 2025
Adrian Hipa	Parent Representative	Elected	Sept 2025
Sarah Leyton	Parent Representative	Co-Opted	Sept 2025
Maeva Fender	Parent Representative	Co-Opted	Sept 2025
Nathan Dowding	Staff Representative	Elected	Sept 2025

# Glen Eden Intermediate School

## Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual report and the judgements used in the 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.

Kirstie Barton O'Brien

Full Name of Presiding Member

Signed by:

*Kirstie Barton O'Brien*

E89A609442E2441

Signature of Presiding Member

05 June 2026

Date

Jonathan Hughes

Full Name of Principal

Signed by:

*Jonathan Hughes*

72A0FE52E2A3423...

Signature of Principal

05 June 2026

Date

# Glen Eden Intermediate School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	9,360,490	8,796,669	9,045,698
Locally Raised Funds	3	865,260	604,340	555,077
Interest		190,678	140,000	226,132
<b>Total Revenue</b>		<b>10,416,428</b>	<b>9,541,009</b>	<b>9,826,907</b>
<b>Expense</b>				
Locally Raised Funds	3	544,955	432,240	379,283
Learning Resources	4	6,892,139	6,484,219	6,532,749
Administration	5	426,660	428,020	362,674
Interest		9,750	6,000	4,115
Property	6	1,887,485	2,179,450	2,185,154
Loss on Disposal of Property, Plant and Equipment		2,220	-	2,510
<b>Total Expense</b>		<b>9,763,209</b>	<b>9,529,929</b>	<b>9,466,485</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>653,219</b>	<b>11,080</b>	<b>360,422</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>653,219</b>	<b>11,080</b>	<b>360,422</b>

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

# Glen Eden Intermediate School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		5,910,553	5,910,554	5,457,604
Total comprehensive revenue and expense for the year		653,219	11,080	360,422
Contribution - Furniture and Equipment Grant		-	-	92,527
Contributions from the Ministry of Education - Te Mana Tūhono		169,948	-	-
<b>Equity at 31 December</b>		6,733,720	5,921,634	5,910,553
Accumulated comprehensive revenue and expense		6,733,720	5,921,634	5,910,553
<b>Equity at 31 December</b>		6,733,720	5,921,634	5,910,553

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.

# Glen Eden Intermediate School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,407,930	1,789,047	2,011,989
Accounts Receivable	8	608,062	571,794	571,793
Prepayments		50,310	53,650	53,650
Inventories	9	182,280	214,700	214,700
Investments		3,776,962	3,152,108	3,152,108
Funds Receivable for Capital Works Projects	16	4,392	119,971	119,969
		<u>6,029,936</u>	<u>5,901,270</u>	<u>6,124,209</u>
<b>Current Liabilities</b>				
GST Payable		5,579	59,953	59,953
Accounts Payable	12	819,124	649,060	666,222
Revenue Received in Advance	13	31,333	74,295	74,295
Provision for Cyclical Maintenance	14	117,003	191,688	281,977
Finance Lease Liability	15	42,346	39,243	17,130
Funds held for Capital Works Projects	16	454,747	926,132	926,131
		<u>1,470,132</u>	<u>1,940,371</u>	<u>2,025,708</u>
<b>Working Capital Surplus/(Deficit)</b>		4,559,804	3,960,899	4,098,501
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	2,385,990	2,193,917	2,096,595
		<u>2,385,990</u>	<u>2,193,917</u>	<u>2,096,595</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	120,033	125,796	278,238
Finance Lease Liability	15	92,041	107,386	6,307
		<u>212,074</u>	<u>233,182</u>	<u>284,545</u>
<b>Net Assets</b>		<u>6,733,720</u>	<u>5,921,634</u>	<u>5,910,553</u>
<b>Equity</b>		<u>6,733,720</u>	<u>5,921,634</u>	<u>5,910,553</u>

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

# Glen Eden Intermediate School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,177,147	2,623,379	2,213,910
Locally Raised Funds		774,047	551,906	500,386
International Students		69,843	93,372	88,210
Goods and Services Tax (net)		(54,374)	70,177	70,177
Payments to Employees		(833,195)	(982,445)	(938,150)
Payments to Suppliers		(1,723,922)	(1,919,380)	(1,406,705)
Interest Paid		(9,750)	(6,000)	(4,115)
Interest Received		177,845	127,420	213,552
Net cash from/(to) Operating Activities		577,641	558,429	737,265
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(169,705)	(95,171)	(68,694)
Purchase of Investments		(624,854)	(210,201)	(10,201)
Net cash from/(to) Investing Activities		(794,559)	(305,372)	(78,895)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	92,527
Finance Lease Payments		(31,336)	(15,207)	(38,840)
Funds Administered on Behalf of Other Parties		(355,805)	691,314	691,313
Net cash from/(to) Financing Activities		(387,141)	676,107	745,000
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(604,059)</b>	<b>929,164</b>	<b>1,403,370</b>
Cash and cash equivalents at the beginning of the year	7	2,011,989	859,883	608,619
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,407,930</b>	<b>1,789,047</b>	<b>2,011,989</b>

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

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

# Glen Eden Intermediate School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Glen Eden Intermediate 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 14.

###### ***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 15. Future operating lease commitments are disclosed in note 21.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

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

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

#### ***Other Grants where conditions exist***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) 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 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.

**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 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	40 years
Board-owned Buildings	40 years
Furniture and Equipment	10 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

**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.

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.

#### **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 international 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 international 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) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 7 to 28 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.

#### **r) 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 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.

**s) 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.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,137,557	2,190,600	2,158,746
Teachers' Salaries Grants	5,837,712	5,150,719	5,359,589
Use of Land and Buildings Grants	1,341,840	1,435,350	1,488,890
Other Government Grants	43,381	20,000	38,473
	<u>9,360,490</u>	<u>8,796,669</u>	<u>9,045,698</u>

## 3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	3,076	3,000	3,897
Fees for Extra Curricular Activities	201,177	195,820	157,924
Fees for Extra Curricular Activities - Overseas Travel	170,420	-	-
Trading	232,485	234,020	219,840
Fundraising and Community Grants	64,859	16,500	20,545
Other Revenue	80,063	80,000	83,033
International Student Fees	113,180	75,000	69,838
	<u>865,260</u>	<u>604,340</u>	<u>555,077</u>
<b>Expense</b>			
Extra Curricular Activities Costs	213,209	202,320	159,044
Extra Curricular Activities Costs - Overseas Travel	170,634	-	-
Trading	72,204	149,520	142,853
Fundraising and Community Grant Costs	13,964	8,500	11,636
Other Locally Raised Funds Expenditure	53,846	60,000	56,311
International Student - Other Expenses	12,816	9,400	9,439
International Student - Overseas Travel Marketing	8,282	2,500	-
	<u>544,955</u>	<u>432,240</u>	<u>379,283</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>320,305</u>	<u>172,100</u>	<u>175,794</u>

## 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	293,672	395,400	334,075
Information and Communication Technology	37,483	50,000	45,658
Employee Benefits - Salaries	6,311,877	5,771,919	5,950,593
Staff Development	47,809	87,000	18,660
Depreciation	190,324	160,000	176,937
Other Learning Resources	10,974	19,900	6,826
	<u>6,892,139</u>	<u>6,484,219</u>	<u>6,532,749</u>

## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	20,575	10,000	10,219
Board Fees & Expenses	23,577	27,200	13,724
Operating Leases	-	800	-
Legal Fees	391	4,000	-
Other Administration Expenses	109,094	119,320	70,542
Employee Benefits - Salaries	221,526	218,700	220,863
Insurance	22,025	18,000	17,554
Service Providers, Contractors and Consultancy	29,472	30,000	29,772
	<u>426,660</u>	<u>428,020</u>	<u>362,674</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	(7,149)	-	195,257
Heat, Light and Water	111,967	122,000	120,045
Rates	154	100	22
Repairs and Maintenance	144,569	269,000	55,528
Use of Land and Buildings	1,341,840	1,435,350	1,488,890
Employee Benefits - Salaries	128,062	135,000	119,208
Other Property Expenses	168,042	218,000	206,204
	<u>1,887,485</u>	<u>2,179,450</u>	<u>2,185,154</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	1,207,176	1,789,047	2,011,989
Short-term Bank Deposits	200,754	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,407,930</u>	<u>1,789,047</u>	<u>2,011,989</u>

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

Of the \$1,407,930 Cash and Cash Equivalents \$474,695 is subject to restrictions for the following reasons:

- \$19,948 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- \$454,747 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 13.

### 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	10,081	24,256	31,673
Receivables from the Ministry of Education	3,791	7,418	-
Interest Receivable	56,591	43,758	43,758
Teacher Salaries Grant Receivable	537,599	496,362	496,362
	<u>608,062</u>	<u>571,794</u>	<u>571,793</u>
Receivables from Exchange Transactions	66,672	68,014	75,431
Receivables from Non-Exchange Transactions	541,390	503,780	496,362
	<u>608,062</u>	<u>571,794</u>	<u>571,793</u>

### 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	416	418	418
School Uniforms	181,864	214,282	214,282
	<u>182,280</u>	<u>214,700</u>	<u>214,700</u>

### 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	3,776,962	3,152,108	3,152,108
Total Investments	<u>3,776,962</u>	<u>3,152,108</u>	<u>3,152,108</u>

### 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Building Improvements	1,770,572	-	-	-	(68,035)	<b>1,702,536</b>
Furniture and Equipment	215,498	131,274	-	-	(48,741)	<b>298,031</b>
Information and Communication Technology	44,085	199,776	-	-	(23,311)	<b>220,551</b>
Motor Vehicles	-	-	-	-	-	-
Leased Assets	16,153	143,718	-	-	(43,332)	<b>116,539</b>
Library Resources	50,287	7,169	(2,220)	-	(6,905)	<b>48,333</b>
	<u>2,096,595</u>	<u>481,937</u>	<u>(2,220)</u>	<u>-</u>	<u>(190,324)</u>	<u><b>2,385,990</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$116,539 (2024: \$16,153)

#### 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.

	<b>2025</b>	<b>2025</b>	<b>2025</b>	<b>2024</b>	<b>2024</b>	<b>2024</b>
	<b>Cost or</b>	<b>Accumulated</b>	<b>Net Book</b>	<b>Cost or</b>	<b>Accumulated</b>	<b>Net Book</b>
	<b>Valuation</b>	<b>Depreciation</b>	<b>Value</b>	<b>Valuation</b>	<b>Depreciation</b>	<b>Value</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	2,735,464	(1,032,928)	<b>1,702,536</b>	2,735,464	(964,892)	<b>1,770,572</b>
Furniture and Equipment	1,365,257	(1,067,226)	<b>298,031</b>	1,241,346	(1,025,848)	<b>215,498</b>
Information and Communication Technology	798,970	(578,419)	<b>220,551</b>	599,194	(555,109)	<b>44,085</b>
Motor Vehicles	51,087	(51,087)	-	51,087	(51,087)	-
Leased Assets	174,990	(58,451)	<b>116,539</b>	118,690	(102,537)	<b>16,153</b>
Library Resources	238,325	(189,992)	<b>48,333</b>	241,831	(191,544)	<b>50,287</b>
	<b>5,364,093</b>	<b>(2,978,103)</b>	<b>2,385,990</b>	4,987,612	(2,891,017)	<b>2,096,595</b>

**12. Accounts Payable**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Creditors	241,253	104,388	104,389
Accruals	11,623	10,219	27,380
Employee Entitlements - Salaries	537,599	496,362	496,362
Employee Entitlements - Leave Accrual	28,649	38,091	38,091
	<b>819,124</b>	<b>649,060</b>	<b>666,222</b>
Payables for Exchange Transactions	819,124	649,060	666,222
	<b>819,124</b>	<b>649,060</b>	<b>666,222</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
International Student Fees in Advance	19,948	63,285	63,285
Other revenue in Advance	11,385	11,010	11,010
	<b>31,333</b>	<b>74,295</b>	<b>74,295</b>

**14. Provision for Cyclical Maintenance**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	560,215	560,215	407,108
Increase/(decrease) to the Provision During the Year	(7,149)	37,242	195,257
Use of the Provision During the Year	(316,030)	(279,973)	(42,150)
Provision at the End of the Year	<b>237,036</b>	<b>317,484</b>	<b>560,215</b>
Cyclical Maintenance - Current	117,003	191,688	281,977
Cyclical Maintenance - Non current	120,033	125,796	278,238
	<b>237,036</b>	<b>317,484</b>	<b>560,215</b>

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

### 15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	51,782	56,481	18,320
Later than One Year	101,599	110,851	6,540
Future Finance Charges	(18,994)	(20,703)	(1,423)
	<u>134,387</u>	<u>146,629</u>	<u>23,437</u>
<b>Represented by</b>			
Finance lease liability - Current	42,346	39,243	17,130
Finance lease liability - Non current	92,041	107,386	6,307
	<u>134,387</u>	<u>146,629</u>	<u>23,437</u>

### 16. Funds Held for Capital Works Projects

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

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
AMS 3,4,8,9, DQLS 7	223653	(119,970)	197,779	(77,809)	-	-
Weatherightness Remedial	220247	885,958	212,735	(1,103,085)	-	(4,392)
1,3,4,9,10,13,16: Roofing	250248	40,173	250,000	(221,251)	-	68,922
8: Life Cycle Replacement	250253	-	367,932	(17,835)	-	350,097
9: Life Cycle Replacement	250254	-	40,590	(4,862)	-	35,728
Totals		<u>806,161</u>	<u>1,069,036</u>	<u>(1,424,842)</u>	<u>-</u>	<u>450,355</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	454,747
Funds Receivable from the Ministry of Education	(4,392)

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
AMS 3,4,8,9, DQLS 7	223653	43,454	1,302,265	(1,465,689)	-	(119,970)
Weatherightness Remedial	220247	71,393	984,634	(170,069)	-	885,958
1,3,4,9,10,13,16: Roofing	250248	-	45,754	(5,581)	-	40,173
Totals		<u>114,847</u>	<u>2,332,653</u>	<u>(1,641,339)</u>	<u>-</u>	<u>806,161</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	926,131
Funds Receivable from the Ministry of Education	(119,970)

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i> Remuneration	2,665	3,335
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,087,129 8	1,118,905 8
Total key management personnel remuneration	1,089,794	1,122,240

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has a Finance Committee (2 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	220-230
Benefits and Other Emoluments	0-5	0-5

### Other Employees

No Other employee received remuneration greater than \$100,000.

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

<b>Remuneration \$000</b>	<b>2025 FTE Number</b>	<b>2024 FTE Number</b>
100 - 110	16.00	11.00
110 - 120	8.00	5.00
120 - 130	3.00	2.00
130 - 140	1.00	1.00
140 - 150	1.00	0.00
170 - 180	0.00	1.00
	29.00	20.00

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

## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

### Holidays Act Compliance – Schools Payroll

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

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

## 21. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$ nil (2024:\$1,222,668)

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

### (b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2024: \$0).

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,407,930	1,789,047	2,011,989
Receivables	608,062	571,794	571,793
Investments - Term Deposits	3,776,962	3,152,108	3,152,108
Total financial assets measured at amortised cost	<u>5,792,954</u>	<u>5,512,949</u>	<u>5,735,890</u>

### Financial liabilities measured at amortised cost

Payables	819,124	649,060	666,222
Finance Leases	134,387	146,629	23,437
Total financial liabilities measured at amortised cost	<u>953,511</u>	<u>795,689</u>	<u>689,659</u>

## 23. Events After Balance Date

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



## Glen Eden Intermediate School 2025 Student Achievement-Analysis of Variance

Focus:	READING
Annual aim:	To ensure a sustained increase of students achieving within Level 4 of the NZ curriculum for reading.
Baseline data:	<p><b>Year 7 2025</b> We continue to use our 2024 mid-year achievement judgements as the baseline data for a Year 7 target for the end of 2025 and a Year 8 target for the end of 2025.</p> <p>Analysis of mid-year 2024 interim teacher judgements of student achievement: 25.1% (119) of all Year 7, students were at NZC Level 4 or above 19% (46) of Year 7, male students were at NZC Level 4 or above 19.2% (14) of Year 7, Maori students were at NZC Level 4 or above 7% (3) of Year 7, Pasifika students were at NZC Level 4 or above</p> <p><b>Year 8 2025</b> We continue to use our 2024 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore, our Year 8 targets are tracked over 18 months from mid-year 2024 to the end of the year 2025.</p> <p>Analysis of mid-year 2024 interim teacher judgements of student achievement: 26.7% (135) of all Year 7, students were at NZC Level 4 or above 26.9% (72) of Year 7, male students were at NZC Level 4 or above 22.3% (23) of Year 7, Maori students were at NZC Level 4 or above 9.4% (6) of Year 7, Pasifika students were at NZC Level 4 or above</p>
Targets 2024-2025:	<p><b>Year 7 2024 - Year 8 2025 Targets:</b> By the end of Year 7, 50% of all students will be at NZC Level 4 or above. By the end of Year 8, 80% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 50% of male students will be at NZC Level 4 or above. By the end of Year 8, 80% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 50% of Māori students will be at NZC Level 4 or above. By the end of Year 8, 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 40% of Pasifika students will be at NZC Level 4 or above. By the end of Year 8, 75% of this cohort will be at NZC Level 4 or above.</p> <p><b>Year 7 2024 - Year 8 2025 Targets:</b> By the end of Year 8, 75% of all students will be at NZC Level 4 or above. By the end of Year 8, 75% of male students will be at NZC Level 4 or above. By the end of Year 8, 70% of Māori students will be at NZC Level 4 or above. By the end of Year 8, 75% of Pasifika students will be at NZC Level 4 or above.</p>

<p>Actions <i>(what did we do?)</i></p>	<p>Outcomes <i>(what happened?)</i></p>	<p>Reasons for the variance <i>(why did it happen?)</i></p>	<p>Evaluation/Planning for 2026 <i>(where to next)</i></p>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Full implementation and consistent application of GEIS reading progressions across the school.</li> <li>• Students' self-regulation and reflection on their learning were implemented.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Focused on all teachers making effective use of the progressions, and the assessment tasks and can use the tracking sheets provided.</li> <li>• Ensure student progress through the curriculum levels is accurately measured.</li> <li>• Students were active participants in assessing their learning.</li> <li>• Moderation is active each term in the teams and the whole staff.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Clear, concise reporting to parents about student achievement. The formal report showed 'value added' from mid-Year 7 to the end of Year 8.</li> <li>• Proactive Participation in the Kotuitui Kahui Ako</li> <li>• GEIS ICoL position continued to focus on developing a shared understanding of progress through the curriculum levels.</li> <li>• ICOL inquiries continued within the school and aligned with ICOL inquiries across Kotuitui.</li> </ul>	<p>The year 7 incremental Reading targets for all students, Males, Māori, were met. The target for Pasifika students was not met however positive progress was made. All cohort +33.6% Males +34.8% Māori +26% Pasifika +24%</p> <p>Year 8 Reading data from mid-year 2024 to the end of 2025 showed that positive progress was made over this period:</p> <ul style="list-style-type: none"> <li>• 86.7% of all Year 8 students are at NZC Level 4 or above. (+60% from mid-Year 7).</li> <li>• 83.7% of Year 8 male students are at NZC Level 4 or above. (+56.8% from mid-Year 7).</li> <li>• 76.3% of Year 8 Māori students are at NZC Level 4 or above. (+54% from mid-Year 7).</li> <li>• 83.8% of Year 8 Pasifika students are at NZC Level 4 or above. (+49% from mid-Year 7).</li> </ul> <p>In summary, Year 8 Reading targets were met. Significant gains were made over time.</p>	<p>Dedication from teachers to ensure reading programmes are integrated with science and social science topics.</p> <p>Reading materials vary from digital to paper-based and include explicit teaching and independent activities.</p> <p>Students who are highly engaged in schoolwide life and general truancy continue to be a factor in 2025 with many students away at various times of the year.</p>	<p><u>Moving forward in 2026:</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Inquire into Te Mātaiaho and the English curriculum refresh.</li> <li>• Development and implementation of a common language in reading and reading progressions.</li> <li>• Continue to promote students' self-regulation and reflection on their learning.</li> <li>• Collaboration with Coactive Education and Louise Dempsey to explore structured literacy for Y7 and Y8 students.</li> <li>• Targeted internal PLD focused on best practices in reading, which is readily available.</li> <li>• Structured literacy PLD provided by MoE.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Implementation and full integration of SATAF (Student and Teacher Assessment Framework).</li> <li>• Students will be active participants in assessing their learning.</li> <li>• Literacy lead teacher to incorporate the principles of best assessment practice.</li> <li>• Regularly focus on moderation during learning area and schoolwide meetings.</li> <li>• Data-driven assessment practices to ensure effective teaching and learning programmes.</li> <li>• Teachers use PAT to assist with determining students' next steps.</li> </ul> <p>Māori and Pasifika</p> <ul style="list-style-type: none"> <li>• Engagement with Te Kawerau a Maki to support greater whānau connection and understanding of the needs of Māori students.</li> <li>• Māori and Pasifika achievement is tracked and discussed at the mini-school level with localised interventions identified.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Continue to report to parents regarding reading progress will be completed regularly using digital technologies and student-led discussions.</li> </ul>

			<ul style="list-style-type: none"> <li>• Implement anytime reporting</li> <li>• Students will be active participants in sharing their learning with their parents.</li> <li>• The Literacy lead teacher will focus on developing a shared understanding of progress through the progress indicators</li> </ul>
--	--	--	--

Focus:	WRITING
Annual aim:	To ensure a sustained increase of students achieving at Level 4 of the NZ curriculum for writing.
Baseline data:	<p><b>Year 7 2025</b>                  We continue to use our 2025 mid-year achievement judgements as the baseline data for the Year 7 target for the end of 2025 and the Year 8 target for the end of 2026.</p> <p>Analysis of mid-year 2025 interim teacher judgements of student achievement:                  17.7% (84) of Year 7 students were at NZC Level 4 or above                  11.6% (28) of Year 7 male students were at NZC Level 4 or above                  12.3% (9) of Year 7 Māori students were at NZC Level 4 or above                  4.7% (2) of Year 7 Pasifika students were at NZC Level 4 or above</p> <p><b>Year 8 2025</b>                  We continue to use our 2024 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore, the Year 8 targets are tracked over 18 months from mid-year 2024 to the end of the year 2025.</p> <p>Analysis of mid-year 2024 overall teacher judgements of student achievement:                  21.8% (110) of Year 7, students were at NZC Level 4 or above                  17.9% (48) of Year 7, male students were at NZC Level 4 or above                  10.7% (11) of Year 7, Māori students were at NZC Level 4 or above                  11.1% (7) of Year 7, Pasifika students were at NZC Level 4 or above</p>
Targets 2023-2024:	<p><b>Year 7 2024 - Year 8 2025 Targets:</b>                  By the end of Year 7, 50% of all students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 45% of male students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 40% of Maori students will be at NZC Level 4 or above. By the end of Year 8, 70% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 40% of Pasifika students will be at NZC Level 4 or above. By the end of Year 75% of this cohort will be at NZC Level 4 or above.</p> <p><b>Year 7 2025 - Year 8 2026 Targets:</b>                  By the end of Year 8, 75% of all students will be at Proficient and exceeding within their year level in Phase 3.                  By the end of Year 8, 70% of male students will be at Proficient and exceeding within their year level in Phase 3.                  By the end of Year 8, 70% of Maori students will be at Proficient and exceeding within their year level in Phase 3.</p>

By the end of Year 8, 70% of Pasifika students will be at Proficient and exceeding within their year level in Phase 3..

<p>Actions (<i>what did we do?</i>)</p>	<p>Outcomes (<i>what happened?</i>)</p>	<p>Reasons for the variance (<i>why did it happen?</i>)</p>	<p>Evaluation/Planning for 2026 (<i>where to next</i>)</p>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>● Full and consistent implementation of the writing progressions</li> <li>● A particular focus is on students' self-regulating and reflecting on their learning.</li> <li>● Writers Toolbox PLD was implemented for all staff with no previous PLD. This writing improvement programme accelerates writing and builds teacher capability in writing instruction. It included using an online writing tool.</li> <li>● Focus on all teachers making effective use of the progressions, and assessment tasking and can use the tracking sheets provided.</li> <li>● Students will be active participants in assessing their learning.</li> <li>● The CoL curriculum workstream has incorporated the principles of best assessment practice.</li> <li>● Regular focus on moderation at the whole school and learning area meetings.</li> </ul> <p>Māori</p> <ul style="list-style-type: none"> <li>● Targeted writing support for Māori students was resourced through Noah Megget. This included a writing programme that focuses on Māori contexts.</li> </ul>	<p>Year 7 incremental writing targets for all students, and males were met. Māori and Pasifika student targets were not achieved. However, positive progress was made: All cohort +29.3% Male +25.6% Māori +19.2% Pasifika +31%</p> <p>Year 8 writing data from mid-year 2024 to the end of 2025 showed that positive progress was made over this period:</p> <ul style="list-style-type: none"> <li>● 82.6% of all Year 8 students are at NZC Level 4 or above. (+42.2% from mid-Year 7).</li> <li>● 77.4% of Year 8 male students are at NZC Level 4 or above. (+40.3% from mid-Year 7).</li> <li>● 72.1% of Year 8 Māori students are at NZC Level 4 or above. (+44.6% from mid-Year 7).</li> <li>● 79% of Year 8 Pasifika students are at NZC Level 4 or above. (+67.9% from mid-Year 7).</li> </ul> <p>In summary, some Year 8 Writing targets were met; significant gains were made over time.</p>	<p>Dedication from teachers to ensure writing programmes are integrated with science and social science topic.</p> <p>Implementation of Writers Toolbox Pedagogy to ensure explicit writing teaching across the school.</p> <p>Writing utilising a range of genre-based tasks that enable students to delve deeper into the science and social science contexts.</p> <p>Students who are highly engaged in schoolwide life and general truancy continue to be a factor in 2025 with many students away at various times of the year.</p>	<p><u>Moving forward in 2026</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>● Collaboration with Coactive education and Louise Dempsey to explore structured literacy for Y7 and Y8 students.</li> <li>● Targeted internal PLD focused on best practices in reading, which is readily available.</li> <li>● Structured literacy PLD provided by MoE.</li> <li>● Full implementation and consistent application of the writing progressions continue to be a focus.</li> <li>● Continue to promote students' self-regulation and reflection on their learning.</li> <li>● Writer's Toolbox PLD will continue to be championed schoolwide.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>● Implementation and full integration of SATAF (Student and Teacher Assessment Framework)</li> <li>● Students will be active participants in assessing their learning.</li> <li>● The ICoL curriculum workstream will incorporate the principles of best assessment practice.</li> <li>● Regular focus on moderation during whole staff and learning area meetings.</li> <li>● PLD to create data driven assessment practices to ensure effective teaching and learning programmes.</li> <li>● Teachers use PAT to assist with determining students' next steps</li> </ul>

<p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Clear, concise reporting to parents about student achievement. The formal report showed 'value added' from mid-Year 7 to the end of Year 8.</li> <li>• Proactive participation in the Kotuitui Kahui Ako</li> <li>• GEIS ICoL position continued to focus on developing a shared understanding of progress through the curriculum levels</li> <li>• ICOL inquiries continued within the school and aligned with ICOL inquiries across Kotuitui.</li> </ul>			<p>Maori &amp; Pasifika</p> <ul style="list-style-type: none"> <li>• Targeted literacy support for Maori and Pasifika students will continue.</li> <li>• Māori and Pasifika achievement is tracked and discussed at the mini-school level with localised interventions identified.</li> <li>• Engagement with Te Kawerau a Maki to support greater whānau connection and understanding the needs of Māori students.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• The School will continue to communicate to all stakeholders the vision and purpose of the 'Writer's Toolbox'.</li> <li>• Implement anytime reporting.</li> <li>• Reporting to parents regarding writing progress will be completed regularly using digital technologies and student-led discussions.</li> <li>• Students will be active participants in sharing their learning with their parents.</li> <li>• Literacy lead teacher position will continue to focus on developing a shared understanding of progress through the curriculum levels.</li> </ul>
---	--	--	--

Focus:	MATHEMATICS
Annual aim:	To ensure a sustained increase of students achieving at Level 4 of the NZ curriculum for mathematics.

<p>Baseline data:</p>	<p><b>Year 7 2025</b>                  We continue to use our 2025 mid-year achievement judgements as the baseline data for the Year 7 target for the end of 2025 and the Year 8 target for the end of 2026.</p> <p>Analysis of mid-year 2025 interim teacher judgements of student achievement:                  69.8% (331) of Year 7, students were Proficient and exceeding within their year level 3                  53.4% (39) of Year 7, Maori students were Proficient and exceeding within their year level 3                  60.5% (26) of Year 7, Pasifika students were Proficient and exceeding within their year level 3</p> <p><b>Year 8 2025</b>                  We continue to use our 2024 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore, our Year 8 targets will be tracked over 18 months from mid-year 2024 to the end of 2025.</p> <p>Analysis of mid-year 2024 overall teacher judgements of student achievement:                  31.2% (161) of Year 7, students were at NZC Level 4 or above                  22.3% (23) of Year 7, Maori students were at NZC Level 4 or above                  17.5% (11) of Year 7, Pasifika students were at NZC Level 4 or above</p>
<p>Targets 2023-2024</p>	<p><b>Year 7 2024 - Year 8 2025 Targets:</b>                  By the end of Year 7, 55% of all students will be at NZC Level 4 or above. By the end of Year 8 80% of this cohort will be at Proficient and exceeding within their year level.</p> <p>By the end of Year 7, 50% of Maori students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at Proficient and exceeding within their year level.</p> <p>By the end of Year 7, 45% of Pasifika students will be at NZC Level 4 or above. By the end of Year 8 70% of this cohort will be at Proficient and exceeding within their year level.</p> <p><b>Year 7 2025 - Year 8 2026 Targets:</b>                  By the end of Year 8, 80% of all students will be Proficient and exceeding within their year level.                  By the end of Year 8, 75% of Maori students will be Proficient and exceeding within their year level.                  By the end of Year 8, 75% of Pasifika students will be Proficient and exceeding within their year level.</p>

Actions <i>(what did we do?)</i>	Outcomes <i>(what happened?)</i>	Reasons for the variance <i>(why did it happen?)</i>	Evaluation/Planning for 2025 <i>(where to next)</i>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Full and consistent implementation of the refreshed mathematics and statistics curriculum</li> <li>• A particular focus is on students' self-regulating and reflecting on their learning.</li> <li>• Internal targeted PLD provided by ICoL focused on best practices in mathematics.</li> <li>• Best practice in mathematics PLD provided by Julia Crawford - Cognition.</li> <li>• Engagement with the Oxford Mathematics and Statistics resources.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Focused on all teachers making effective use of, assessment tasks and can use the tracking sheets provided..</li> <li>• ICoL curriculum workstream incorporated the principles of best assessment practice.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Change in reporting mindset as we measure value added to individuals rather than against ambiguous benchmarks.</li> <li>• Reporting to parents regarding mathematics progress will be completed regularly using digital technologies and student-led discussions.</li> <li>• Students will be active participants in sharing their</li> </ul>	<p>Year 7 incremental mathematics targets for all students, Māori and Pasifika, were not achieved. However, positive progress was made:                      All Cohort +8.5%                      Māori +11%                      Pasifika +8.6%</p> <p>Year 8 mathematics data from mid-year 2024 to the end of 2025 showed that positive progress was made all over this period:</p> <ul style="list-style-type: none"> <li>• 79.6% of all Year 8 students are at Proficient and exceeding within their year level.</li> <li>• 73.2% of Year 8 Maori students are at Proficient and exceeding within their year level.</li> <li>• 64.5% of Year 8 Pasifika students are at Proficient and exceeding within their year level.</li> </ul> <p>In summary, Year 8 Maths targets were not met; however, significant gains were made over time.</p>	<p>The change in curriculum has required significant professional development and continual refining across 2025.</p> <p>The move from levels that enable students to achieve horizontally across levels, to achieving vertically within their year level.</p> <p>Dedication from teachers to ensure mathematics programmes are integrated as possible within other curriculum areas.</p> <p>Implementation of an hour a day where possible.</p> <p>Utilisation of the Aotearoa Oxford Mathematics and Statistics resources ensures consistency across the school.</p> <p>Students who are highly engaged in schoolwide life and general truancy continue to be a factor in 2025 with many students away at various times of the year.</p>	<p><u>Moving forward in 2026:</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Full and consistent implementation of the Aotearoa Math and Statistics curriculum statements.</li> <li>• A particular focus is on students' self-regulating and reflecting on their learning.</li> <li>• Continue to inquire into Te Mātaiaho and the refreshed Mathematics and Statistics curriculum</li> <li>• Targeted PLD focused on best practices in mathematics, where needed</li> <li>• Structured Maths PLD provided by MoE.</li> <li>• Differentiation of learning to be a targeted approach across the school.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Develop assessment practices that align with the new Mathematics and Statistics Curriculum.</li> <li>• Implementation and full integration of SATAF (Student and Teacher Assessment Framework)</li> <li>• Students will be active participants in assessing their learning.</li> <li>• The mathematics lead teacher to incorporate the principles of best assessment practice.</li> <li>• Regular focus on moderation during whole staff and learning area meetings.</li> <li>• PLD to create data driven assessment practices to ensure effective teaching and learning programmes.</li> <li>• Teachers use PAT to help determine students' next steps.</li> <li>• Engagement with the Ministry of education mathematics programme for learners who need accelerated practices.</li> <li>• Priority learners are tracked and intervention programmes identified.</li> </ul> <p>Māori and Pasifika</p> <ul style="list-style-type: none"> <li>• Engagement with Te Kawerau ā Maki to support greater whānau connection and understanding of the needs of Māori students.</li> <li>• Māori and Pasifika achievement is tracked and discussed at the mini-school level with localised interventions identified.</li> </ul> <p>Consolidating Educationally Powerful Connections</p>

<p>learning with their parents.</p> <ul style="list-style-type: none"><li>• Proactive Participation in the Kotuitui Kahui Ako</li><li>• GEIS ICoL position will continue to focus on developing a shared understanding of progress through the curriculum levels</li><li>• ICOL inquiries continued within the school.</li></ul>			<ul style="list-style-type: none"><li>• Reporting to parents regarding mathematics progress will be completed regularly, using digital technologies and student-led discussions.</li><li>• Any time reporting via Hero</li><li>• Students will be active participants in sharing their learning with their parents.</li><li>• Mathematics lead teacher will continue to focus on developing a shared understanding of progress through the phases of learning.</li></ul>
--	--	--	--

## ***Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi***

Glen Eden Intermediate School demonstrates its commitment to upholding Te Tiriti o Waitangi through a range of initiatives and practices. The school Board of Trustees, School Leadership including teachers and Senior leadership team (SLT) actively participate in understanding and fulfilling their obligations to Te Tiriti o Waitangi within the school environment.

The Principal fosters a collaborative culture by promoting and participating in Māori achievement and wellbeing which they lead and also includes supporting teachers and teacher groups in leading collaborative teaching and learning that signify our dedication and commitment to Te Tiriti o Waitangi Principles. The following initiatives, practices and actions the school takes directly align with the partnership, participation and protection principles of Te Tiriti o Waitangi.

GEIS Māori Student Achievement plan.

Analysis of Māori Student achievement data.

Teaching and Learning Māori Teo Reo Language and culture.

BOT Māori representative to support the school at governance level to ensure māori perspectives and views are shared.

Teo Reo language, culture and tikanga are regularly used with tamariki, kaiako and the community.

We actively collaborate with whānau, integrate Māori perspectives into our curriculum to ensure equitable opportunities and outcomes for all tamariki.

Celebrating Māori success and special events such as Matariki and Maori Te Reo Language weeks.

We as a school start each school day with karakia this also includes teacher huis

We have also connected with our local Iwi Te Kawaeru ā maki to

Through these initiatives, practices and actions we strive to create a learning environment that respects and upholds the values of Te Tiriti o Waitangi, fostering the holistic success of every member of our school community.

## Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principle of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes we have and we will continue to do so.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Glen Eden Intermediate is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position. This has been modelled in the recent appointments that have been made.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We have an appointments committee that interviews and selects suitably qualified persons for any appointment.</i>
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	<i>We always recognise the aims and aspirations of Māori and support Māori in these.  We recently have appointed Māori to our staff and always seeking Māori for greater involvement in our school.</i>
How have you enhanced the abilities of individual employees?	<i>We are continually enhancing the abilities of individual employees by providing targeted professional development to enhance teacher and staff capabilities</i>
How are you recognising the employment requirements of women?	<i>We are continually inquiring, collaborating, conferencing and listening to the requirements of women in our space.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We meet the needs of any staff members disabilities so they can perform their duties without any hindrance.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

## **School**

**Glen Eden Intermediate**

## **KIWISPORT NOTE**

*Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$15,239 (excluding GST). The funding was spent on purchasing equipment for lunchtime sports to increase the participation of students in various sports. The funding has helped GEIS encourage the students to participate and try a variety of sports. These are organised to run 3 times per week. The number of students participating increased from 70 to 85% of the school roll.*

# Glen Eden Intermediate School

---

To:  
RSM Hayes Audit  
Level 19  
125 Queen Street  
Auckland

Dear Partners

## REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2025

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Glen Eden Intermediate School (the School) for the year ended 31 December 2025 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
  - the financial position as at 31 December 2025;
  - 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 (PBE) Standards Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

### General representations

To the best of our knowledge and belief:

- the resources, activities, and any entities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (a requirement of paragraph NZ40.1(a) in ISA (NZ) 240).

# Glen Eden Intermediate School

---

## Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2025;
    - 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 (PBE) Standards Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure;
- We are not aware of any unadjusted misstatements in the final version of the financial statements; and
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

## Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;

# Glen Eden Intermediate School

---

- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements.
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements. If any disclosures required in the annual report by legislation have not been provided to you prior to the completion of the audit, these will be provided when available.

## **Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board of Trustees continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2025. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Throughout the year, the School has conformed with the requirements of its banking arrangements, debenture trust deeds, or negative pledge agreements, including those relating to its net tangible assets ratios.

## **Publication of the financial statements and related audit report on a website**

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

# Glen Eden Intermediate School

---

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Signed by:

*Kirstie Barton O'Brien*

F89A609442E2441...

---

Presiding Member - Glen Eden Intermediate School

Signed by:

*Jonathan Hughes*

72A0FE52F2A3423...

---

Principal - Glen Eden Intermediate School

05 June 2026

---

Date

# Glen Eden Intermediate School

---

## Appendix

### Current Year Effect of Prior Year Uncorrected Misstatements

Account/Description	Income Statement		Balance Sheet	
	DR	(CR)	DR	(CR)
Retained earnings			64,583	
Cyclical maintenance		(64,583)		
<i>Judgemental adjustment to cyclical maintenance provision to align with 10-year property maintenance cycles</i>				
<b>Total impact</b>		(64,583)	64,583	

# GLEN EDEN INTERMEDIATE SCHOOL



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### School Directory

<b>Ministry Number:</b>	1284
<b>Principal:</b>	Jonathan Hughes
<b>School Address:</b>	23 Kaurilands Road, Titirangi 0604
<b>School Postal Address:</b>	23 Kaurilands Road, Titirangi 0604
<b>School Phone:</b>	09 817 0032
<b>School Email:</b>	office@geis.school.nz
<b>Accountant / Service Provider:</b>	Schooled Limited



# GLEN EDEN INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
-------------	------------------

<a href="#">1</a>	Members of the Board
<a href="#">2</a>	Statement of Responsibility
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 18</a>	Notes to the Financial Statements

Independent Auditor's Report

### **Other Information**

2025 Student Achievement-Analysis of Variance

Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi

Statement of Compliance with Employment Policy

Kiwisport Note

# Glen Eden Intermediate School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Kirstie Barton O'Brien	Presiding Member	Elected	Sept 2028
Jonathan Hughes	Principal ex Officio	Appointed	Current
Charlie Folomu	Parent Representative	Elected	Sept 2028
Shelley Scarlett	Parent Representative	Elected	Sept 2028
Richard Skevington	Parent Representative	Elected	Sept 2028
Hayden Smith	Parent Representative	Elected	Sept 2028
Peter Lehmann	Staff Representative	Elected	Sept 2028
Megan Syddall	Presiding Member	Elected	Sept 2025
Adrian Hipa	Parent Representative	Elected	Sept 2025
Sarah Leyton	Parent Representative	Co-Opted	Sept 2025
Maeva Fender	Parent Representative	Co-Opted	Sept 2025
Nathan Dowding	Staff Representative	Elected	Sept 2025

# Glen Eden Intermediate School

## Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual report and the judgements used in the 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.

Kirstie Barton O'Brien

Full Name of Presiding Member

Signed by:

*Kirstie Barton O'Brien*

E89A609442E2441

Signature of Presiding Member

05 June 2026

Date

Jonathan Hughes

Full Name of Principal

Signed by:

*Jonathan Hughes*

72A0FE52E2A3423

Signature of Principal

05 June 2026

Date

# Glen Eden Intermediate School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	9,360,490	8,796,669	9,045,698
Locally Raised Funds	3	865,260	604,340	555,077
Interest		190,678	140,000	226,132
<b>Total Revenue</b>		<b>10,416,428</b>	<b>9,541,009</b>	<b>9,826,907</b>
<b>Expense</b>				
Locally Raised Funds	3	544,955	432,240	379,283
Learning Resources	4	6,892,139	6,484,219	6,532,749
Administration	5	426,660	428,020	362,674
Interest		9,750	6,000	4,115
Property	6	1,887,485	2,179,450	2,185,154
Loss on Disposal of Property, Plant and Equipment		2,220	-	2,510
<b>Total Expense</b>		<b>9,763,209</b>	<b>9,529,929</b>	<b>9,466,485</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>653,219</b>	<b>11,080</b>	<b>360,422</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>653,219</b>	<b>11,080</b>	<b>360,422</b>

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

# Glen Eden Intermediate School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		5,910,553	5,910,554	5,457,604
Total comprehensive revenue and expense for the year		653,219	11,080	360,422
Contribution - Furniture and Equipment Grant		-	-	92,527
Contributions from the Ministry of Education - Te Mana Tūhono		169,948	-	-
<b>Equity at 31 December</b>		6,733,720	5,921,634	5,910,553
Accumulated comprehensive revenue and expense		6,733,720	5,921,634	5,910,553
<b>Equity at 31 December</b>		6,733,720	5,921,634	5,910,553

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.

# Glen Eden Intermediate School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,407,930	1,789,047	2,011,989
Accounts Receivable	8	608,062	571,794	571,793
Prepayments		50,310	53,650	53,650
Inventories	9	182,280	214,700	214,700
Investments		3,776,962	3,152,108	3,152,108
Funds Receivable for Capital Works Projects	16	4,392	119,971	119,969
		<u>6,029,936</u>	<u>5,901,270</u>	<u>6,124,209</u>
<b>Current Liabilities</b>				
GST Payable		5,579	59,953	59,953
Accounts Payable	12	819,124	649,060	666,222
Revenue Received in Advance	13	31,333	74,295	74,295
Provision for Cyclical Maintenance	14	117,003	191,688	281,977
Finance Lease Liability	15	42,346	39,243	17,130
Funds held for Capital Works Projects	16	454,747	926,132	926,131
		<u>1,470,132</u>	<u>1,940,371</u>	<u>2,025,708</u>
<b>Working Capital Surplus/(Deficit)</b>		4,559,804	3,960,899	4,098,501
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	2,385,990	2,193,917	2,096,595
		<u>2,385,990</u>	<u>2,193,917</u>	<u>2,096,595</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	120,033	125,796	278,238
Finance Lease Liability	15	92,041	107,386	6,307
		<u>212,074</u>	<u>233,182</u>	<u>284,545</u>
<b>Net Assets</b>		<u>6,733,720</u>	<u>5,921,634</u>	<u>5,910,553</u>
<b>Equity</b>		<u>6,733,720</u>	<u>5,921,634</u>	<u>5,910,553</u>

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

# Glen Eden Intermediate School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,177,147	2,623,379	2,213,910
Locally Raised Funds		774,047	551,906	500,386
International Students		69,843	93,372	88,210
Goods and Services Tax (net)		(54,374)	70,177	70,177
Payments to Employees		(833,195)	(982,445)	(938,150)
Payments to Suppliers		(1,723,922)	(1,919,380)	(1,406,705)
Interest Paid		(9,750)	(6,000)	(4,115)
Interest Received		177,845	127,420	213,552
Net cash from/(to) Operating Activities		577,641	558,429	737,265
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(169,705)	(95,171)	(68,694)
Purchase of Investments		(624,854)	(210,201)	(10,201)
Net cash from/(to) Investing Activities		(794,559)	(305,372)	(78,895)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	92,527
Finance Lease Payments		(31,336)	(15,207)	(38,840)
Funds Administered on Behalf of Other Parties		(355,805)	691,314	691,313
Net cash from/(to) Financing Activities		(387,141)	676,107	745,000
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(604,059)</b>	<b>929,164</b>	<b>1,403,370</b>
Cash and cash equivalents at the beginning of the year	7	2,011,989	859,883	608,619
<b>Cash and cash equivalents at the end of the year</b>	7	<b>1,407,930</b>	<b>1,789,047</b>	<b>2,011,989</b>

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

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

# Glen Eden Intermediate School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Glen Eden Intermediate 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 14.

###### **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 15. Future operating lease commitments are disclosed in note 21.

**Recognition of grants**

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

**c) Revenue Recognition**

**Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) 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 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.

**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 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	40 years
Board-owned Buildings	40 years
Furniture and Equipment	10 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

**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.

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.

**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 international 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 international 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) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 7 to 28 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.

**r) 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 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.

**s) 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.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,137,557	2,190,600	2,158,746
Teachers' Salaries Grants	5,837,712	5,150,719	5,359,589
Use of Land and Buildings Grants	1,341,840	1,435,350	1,488,890
Other Government Grants	43,381	20,000	38,473
	<u>9,360,490</u>	<u>8,796,669</u>	<u>9,045,698</u>

## 3. Locally Raised Funds

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	3,076	3,000	3,897
Fees for Extra Curricular Activities	201,177	195,820	157,924
Fees for Extra Curricular Activities - Overseas Travel	170,420	-	-
Trading	232,485	234,020	219,840
Fundraising and Community Grants	64,859	16,500	20,545
Other Revenue	80,063	80,000	83,033
International Student Fees	113,180	75,000	69,838
	<u>865,260</u>	<u>604,340</u>	<u>555,077</u>
<b>Expense</b>			
Extra Curricular Activities Costs	213,209	202,320	159,044
Extra Curricular Activities Costs - Overseas Travel	170,634	-	-
Trading	72,204	149,520	142,853
Fundraising and Community Grant Costs	13,964	8,500	11,636
Other Locally Raised Funds Expenditure	53,846	60,000	56,311
International Student - Other Expenses	12,816	9,400	9,439
International Student - Overseas Travel Marketing	8,282	2,500	-
	<u>544,955</u>	<u>432,240</u>	<u>379,283</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>320,305</u>	<u>172,100</u>	<u>175,794</u>

## 4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	293,672	395,400	334,075
Information and Communication Technology	37,483	50,000	45,658
Employee Benefits - Salaries	6,311,877	5,771,919	5,950,593
Staff Development	47,809	87,000	18,660
Depreciation	190,324	160,000	176,937
Other Learning Resources	10,974	19,900	6,826
	<u>6,892,139</u>	<u>6,484,219</u>	<u>6,532,749</u>

## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	20,575	10,000	10,219
Board Fees & Expenses	23,577	27,200	13,724
Operating Leases	-	800	-
Legal Fees	391	4,000	-
Other Administration Expenses	109,094	119,320	70,542
Employee Benefits - Salaries	221,526	218,700	220,863
Insurance	22,025	18,000	17,554
Service Providers, Contractors and Consultancy	29,472	30,000	29,772
	<u>426,660</u>	<u>428,020</u>	<u>362,674</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	(7,149)	-	195,257
Heat, Light and Water	111,967	122,000	120,045
Rates	154	100	22
Repairs and Maintenance	144,569	269,000	55,528
Use of Land and Buildings	1,341,840	1,435,350	1,488,890
Employee Benefits - Salaries	128,062	135,000	119,208
Other Property Expenses	168,042	218,000	206,204
	<u>1,887,485</u>	<u>2,179,450</u>	<u>2,185,154</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	1,207,176	1,789,047	2,011,989
Short-term Bank Deposits	200,754	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,407,930</u>	<u>1,789,047</u>	<u>2,011,989</u>

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

Of the \$1,407,930 Cash and Cash Equivalents \$474,695 is subject to restrictions for the following reasons:

- \$19,948 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 13.
- \$454,747 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 13.

### 8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	10,081	24,256	31,673
Receivables from the Ministry of Education	3,791	7,418	-
Interest Receivable	56,591	43,758	43,758
Teacher Salaries Grant Receivable	537,599	496,362	496,362
	<u>608,062</u>	<u>571,794</u>	<u>571,793</u>
Receivables from Exchange Transactions	66,672	68,014	75,431
Receivables from Non-Exchange Transactions	541,390	503,780	496,362
	<u>608,062</u>	<u>571,794</u>	<u>571,793</u>

### 9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	416	418	418
School Uniforms	181,864	214,282	214,282
	<u>182,280</u>	<u>214,700</u>	<u>214,700</u>

### 10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	3,776,962	3,152,108	3,152,108
Total Investments	<u>3,776,962</u>	<u>3,152,108</u>	<u>3,152,108</u>

### 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Building Improvements	1,770,572	-	-	-	(68,035)	<b>1,702,536</b>
Furniture and Equipment	215,498	131,274	-	-	(48,741)	<b>298,031</b>
Information and Communication Technology	44,085	199,776	-	-	(23,311)	<b>220,551</b>
Motor Vehicles	-	-	-	-	-	-
Leased Assets	16,153	143,718	-	-	(43,332)	<b>116,539</b>
Library Resources	50,287	7,169	(2,220)	-	(6,905)	<b>48,333</b>
	<u>2,096,595</u>	<u>481,937</u>	<u>(2,220)</u>	<u>-</u>	<u>(190,324)</u>	<u>2,385,990</u>

The net carrying value of furniture and equipment held under a finance lease is \$116,539 (2024: \$16,153)

#### 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	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	2,735,464	(1,032,928)	1,702,536	2,735,464	(964,892)	1,770,572
Furniture and Equipment	1,365,257	(1,067,226)	298,031	1,241,346	(1,025,848)	215,498
Information and Communication Technology	798,970	(578,419)	220,551	599,194	(555,109)	44,085
Motor Vehicles	51,087	(51,087)	-	51,087	(51,087)	-
Leased Assets	174,990	(58,451)	116,539	118,690	(102,537)	16,153
Library Resources	238,325	(189,992)	48,333	241,831	(191,544)	50,287
	<u>5,364,093</u>	<u>(2,978,103)</u>	<u>2,385,990</u>	<u>4,987,612</u>	<u>(2,891,017)</u>	<u>2,096,595</u>

**12. Accounts Payable**

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	241,253	104,388	104,389
Accruals	11,623	10,219	27,380
Employee Entitlements - Salaries	537,599	496,362	496,362
Employee Entitlements - Leave Accrual	28,649	38,091	38,091
	<u>819,124</u>	<u>649,060</u>	<u>666,222</u>
Payables for Exchange Transactions	819,124	649,060	666,222
	<u>819,124</u>	<u>649,060</u>	<u>666,222</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	19,948	63,285	63,285
Other revenue in Advance	11,385	11,010	11,010
	<u>31,333</u>	<u>74,295</u>	<u>74,295</u>

**14. Provision for Cyclical Maintenance**

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	560,215	560,215	407,108
Increase/(decrease) to the Provision During the Year	(7,149)	37,242	195,257
Use of the Provision During the Year	(316,030)	(279,973)	(42,150)
Provision at the End of the Year	<u>237,036</u>	<u>317,484</u>	<u>560,215</u>
Cyclical Maintenance - Current	117,003	191,688	281,977
Cyclical Maintenance - Non current	120,033	125,796	278,238
	<u>237,036</u>	<u>317,484</u>	<u>560,215</u>

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

### 15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	51,782	56,481	18,320
Later than One Year	101,599	110,851	6,540
Future Finance Charges	(18,994)	(20,703)	(1,423)
	<u>134,387</u>	<u>146,629</u>	<u>23,437</u>
<b>Represented by</b>			
Finance lease liability - Current	42,346	39,243	17,130
Finance lease liability - Non current	92,041	107,386	6,307
	<u>134,387</u>	<u>146,629</u>	<u>23,437</u>

### 16. Funds Held for Capital Works Projects

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

	2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
AMS 3,4,8,9, DQLS 7	223653	(119,970)	197,779	(77,809)	-	-
Weatherightness Remedial	220247	885,958	212,735	(1,103,085)	-	(4,392)
1,3,4,9,10,13,16: Roofing	250248	40,173	250,000	(221,251)	-	68,922
8: Life Cycle Replacement	250253	-	367,932	(17,835)	-	350,097
9: Life Cycle Replacement	250254	-	40,590	(4,862)	-	35,728
Totals		<u>806,161</u>	<u>1,069,036</u>	<u>(1,424,842)</u>	<u>-</u>	<u>450,355</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	454,747
Funds Receivable from the Ministry of Education	(4,392)

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
		\$	\$	\$	\$	\$
AMS 3,4,8,9, DQLS 7	223653	43,454	1,302,265	(1,465,689)	-	(119,970)
Weatherightness Remedial	220247	71,393	984,634	(170,069)	-	885,958
1,3,4,9,10,13,16: Roofing	250248	-	45,754	(5,581)	-	40,173
Totals		<u>114,847</u>	<u>2,332,653</u>	<u>(1,641,339)</u>	<u>-</u>	<u>806,161</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	926,131
Funds Receivable from the Ministry of Education	(119,970)

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	2,665	3,335
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,087,129 8	1,118,905 8
Total key management personnel remuneration	1,089,794	1,122,240

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has a Finance Committee (2 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	220-230
Benefits and Other Emoluments	0-5	0-5

### Other Employees

No Other employee received remuneration greater than \$100,000.

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	16.00	11.00
110 - 120	8.00	5.00
120 - 130	3.00	2.00
130 - 140	1.00	1.00
140 - 150	1.00	0.00
170 - 180	0.00	1.00
	29.00	20.00

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

## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

### Holidays Act Compliance – Schools Payroll

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

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

## 21. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$ nil (2024:\$1,222,668)

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

### (b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2024: \$0).

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,407,930	1,789,047	2,011,989
Receivables	608,062	571,794	571,793
Investments - Term Deposits	3,776,962	3,152,108	3,152,108
Total financial assets measured at amortised cost	<u>5,792,954</u>	<u>5,512,949</u>	<u>5,735,890</u>

### Financial liabilities measured at amortised cost

Payables	819,124	649,060	666,222
Finance Leases	134,387	146,629	23,437
Total financial liabilities measured at amortised cost	<u>953,511</u>	<u>795,689</u>	<u>689,659</u>

## 23. Events After Balance Date

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



## Independent Auditor's Report

# To the readers of Glen Eden Intermediate School's Financial statements For the year ended 31 December 2025

### RSM Hayes Audit

Level 19, 125 Queen Street,  
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

The Auditor-General is the auditor of Glen Eden Intermediate School. The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2026, 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 5 June 2026. This is the date at which our opinion is expressed.

### Basis of 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.

**THE POWER OF BEING UNDERSTOOD**  
ASSURANCE | TAX | CONSULTING



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 Members of the Board Members, 2025 Student Achievement-Analysis of Variance, Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment policy, Kiwisport note. 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 Members of the Board Members, 2025 Student Achievement-Analysis of Variance, Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment policy, Kiwisport note.

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, Glen Eden Intermediate School.

A handwritten signature in black ink, appearing to read 'Brendan Lyon', is positioned above the printed name.

**Brendan Lyon**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand





## Glen Eden Intermediate School 2025 Student Achievement-Analysis of Variance

Focus:	READING
Annual aim:	To ensure a sustained increase of students achieving within Level 4 of the NZ curriculum for reading.
Baseline data:	<p><b>Year 7 2025</b> We continue to use our 2024 mid-year achievement judgements as the baseline data for a Year 7 target for the end of 2025 and a Year 8 target for the end of 2025.</p> <p>Analysis of mid-year 2024 interim teacher judgements of student achievement:                  25.1% (119) of all Year 7, students were at NZC Level 4 or above                  19% (46) of Year 7, male students were at NZC Level 4 or above                  19.2% (14) of Year 7, Maori students were at NZC Level 4 or above                  7% (3) of Year 7, Pasifika students were at NZC Level 4 or above</p> <p><b>Year 8 2025</b> We continue to use our 2024 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore, our Year 8 targets are tracked over 18 months from mid-year 2024 to the end of the year 2025.</p> <p>Analysis of mid-year 2024 interim teacher judgements of student achievement:                  26.7% (135) of all Year 7, students were at NZC Level 4 or above                  26.9% (72) of Year 7, male students were at NZC Level 4 or above                  22.3% (23) of Year 7, Maori students were at NZC Level 4 or above                  9.4% (6) of Year 7, Pasifika students were at NZC Level 4 or above</p>
Targets 2024-2025:	<p><b>Year 7 2024 - Year 8 2025 Targets:</b>                  By the end of Year 7, 50% of all students will be at NZC Level 4 or above. By the end of Year 8, 80% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 50% of male students will be at NZC Level 4 or above. By the end of Year 8, 80% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 50% of Māori students will be at NZC Level 4 or above. By the end of Year 8, 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 40% of Pasifika students will be at NZC Level 4 or above. By the end of Year 8, 75% of this cohort will be at NZC Level 4 or above.</p> <p><b>Year 7 2024 - Year 8 2025 Targets:</b>                  By the end of Year 8, 75% of all students will be at NZC Level 4 or above.                  By the end of Year 8, 75% of male students will be at NZC Level 4 or above.                  By the end of Year 8, 70% of Māori students will be at NZC Level 4 or above.                  By the end of Year 8, 75% of Pasifika students will be at NZC Level 4 or above.</p>

<p>Actions <i>(what did we do?)</i></p>	<p>Outcomes <i>(what happened?)</i></p>	<p>Reasons for the variance <i>(why did it happen?)</i></p>	<p>Evaluation/Planning for 2026 <i>(where to next)</i></p>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Full implementation and consistent application of GEIS reading progressions across the school.</li> <li>• Students' self-regulation and reflection on their learning were implemented.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Focused on all teachers making effective use of the progressions, and the assessment tasks and can use the tracking sheets provided.</li> <li>• Ensure student progress through the curriculum levels is accurately measured.</li> <li>• Students were active participants in assessing their learning.</li> <li>• Moderation is active each term in the teams and the whole staff.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Clear, concise reporting to parents about student achievement. The formal report showed 'value added' from mid-Year 7 to the end of Year 8.</li> <li>• Proactive Participation in the Kotuitui Kahui Ako</li> <li>• GEIS ICoL position continued to focus on developing a shared understanding of progress through the curriculum levels.</li> <li>• ICOL inquiries continued within the school and aligned with ICOL inquiries across Kotuitui.</li> </ul>	<p>The year 7 incremental Reading targets for all students, Males, Māori, were met. The target for Pasifika students was not met however positive progress was made. All cohort +33.6% Males +34.8% Māori +26% Pasifika +24%</p> <p>Year 8 Reading data from mid-year 2024 to the end of 2025 showed that positive progress was made over this period:</p> <ul style="list-style-type: none"> <li>• 86.7% of all Year 8 students are at NZC Level 4 or above. (+60% from mid-Year 7).</li> <li>• 83.7% of Year 8 male students are at NZC Level 4 or above. (+56.8% from mid-Year 7).</li> <li>• 76.3% of Year 8 Māori students are at NZC Level 4 or above. (+54% from mid-Year 7).</li> <li>• 83.8% of Year 8 Pasifika students are at NZC Level 4 or above. (+49% from mid-Year 7).</li> </ul> <p>In summary, Year 8 Reading targets were met. Significant gains were made over time.</p>	<p>Dedication from teachers to ensure reading programmes are integrated with science and social science topics.</p> <p>Reading materials vary from digital to paper-based and include explicit teaching and independent activities.</p> <p>Students who are highly engaged in schoolwide life and general truancy continue to be a factor in 2025 with many students away at various times of the year.</p>	<p><u>Moving forward in 2026:</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Inquire into Te Mātaiaho and the English curriculum refresh.</li> <li>• Development and implementation of a common language in reading and reading progressions.</li> <li>• Continue to promote students' self-regulation and reflection on their learning.</li> <li>• Collaboration with Coactive Education and Louise Dempsey to explore structured literacy for Y7 and Y8 students.</li> <li>• Targeted internal PLD focused on best practices in reading, which is readily available.</li> <li>• Structured literacy PLD provided by MoE.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Implementation and full integration of SATAF (Student and Teacher Assessment Framework).</li> <li>• Students will be active participants in assessing their learning.</li> <li>• Literacy lead teacher to incorporate the principles of best assessment practice.</li> <li>• Regularly focus on moderation during learning area and schoolwide meetings.</li> <li>• Data-driven assessment practices to ensure effective teaching and learning programmes.</li> <li>• Teachers use PAT to assist with determining students' next steps.</li> </ul> <p>Māori and Pasifika</p> <ul style="list-style-type: none"> <li>• Engagement with Te Kawerau a Maki to support greater whānau connection and understanding of the needs of Māori students.</li> <li>• Māori and Pasifika achievement is tracked and discussed at the mini-school level with localised interventions identified.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Continue to report to parents regarding reading progress will be completed regularly using digital technologies and student-led discussions.</li> </ul>

			<ul style="list-style-type: none"> <li>• Implement anytime reporting</li> <li>• Students will be active participants in sharing their learning with their parents.</li> <li>• The Literacy lead teacher will focus on developing a shared understanding of progress through the progress indicators</li> </ul>
--	--	--	--

Focus:	WRITING
Annual aim:	To ensure a sustained increase of students achieving at Level 4 of the NZ curriculum for writing.
Baseline data:	<p><b>Year 7 2025</b>                  We continue to use our 2025 mid-year achievement judgements as the baseline data for the Year 7 target for the end of 2025 and the Year 8 target for the end of 2026.</p> <p>Analysis of mid-year 2025 interim teacher judgements of student achievement:                  17.7% (84) of Year 7 students were at NZC Level 4 or above                  11.6% (28) of Year 7 male students were at NZC Level 4 or above                  12.3% (9) of Year 7 Māori students were at NZC Level 4 or above                  4.7% (2) of Year 7 Pasifika students were at NZC Level 4 or above</p> <p><b>Year 8 2025</b>                  We continue to use our 2024 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore, the Year 8 targets are tracked over 18 months from mid-year 2024 to the end of the year 2025.</p> <p>Analysis of mid-year 2024 overall teacher judgements of student achievement:                  21.8% (110) of Year 7, students were at NZC Level 4 or above                  17.9% (48) of Year 7, male students were at NZC Level 4 or above                  10.7% (11) of Year 7, Māori students were at NZC Level 4 or above                  11.1% (7) of Year 7, Pasifika students were at NZC Level 4 or above</p>
Targets 2023-2024:	<p><b>Year 7 2024 - Year 8 2025 Targets:</b>                  By the end of Year 7, 50% of all students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 45% of male students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 40% of Maori students will be at NZC Level 4 or above. By the end of Year 8, 70% of this cohort will be at NZC Level 4 or above.</p> <p>By the end of Year 7, 40% of Pasifika students will be at NZC Level 4 or above. By the end of Year 75% of this cohort will be at NZC Level 4 or above.</p> <p><b>Year 7 2025 - Year 8 2026 Targets:</b>                  By the end of Year 8, 75% of all students will be at Proficient and exceeding within their year level in Phase 3.                  By the end of Year 8, 70% of male students will be at Proficient and exceeding within their year level in Phase 3.                  By the end of Year 8, 70% of Maori students will be at Proficient and exceeding within their year level in Phase 3.</p>

By the end of Year 8, 70% of Pasifika students will be at Proficient and exceeding within their year level in Phase 3..

<p>Actions (<i>what did we do?</i>)</p>	<p>Outcomes (<i>what happened?</i>)</p>	<p>Reasons for the variance (<i>why did it happen?</i>)</p>	<p>Evaluation/Planning for 2026 (<i>where to next</i>)</p>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>● Full and consistent implementation of the writing progressions</li> <li>● A particular focus is on students' self-regulating and reflecting on their learning.</li> <li>● Writers Toolbox PLD was implemented for all staff with no previous PLD. This writing improvement programme accelerates writing and builds teacher capability in writing instruction. It included using an online writing tool.</li> <li>● Focus on all teachers making effective use of the progressions, and assessment tasking and can use the tracking sheets provided.</li> <li>● Students will be active participants in assessing their learning.</li> <li>● The CoL curriculum workstream has incorporated the principles of best assessment practice.</li> <li>● Regular focus on moderation at the whole school and learning area meetings.</li> </ul> <p>Māori</p> <ul style="list-style-type: none"> <li>● Targeted writing support for Māori students was resourced through Noah Megget. This included a writing programme that focuses on Māori contexts.</li> </ul>	<p>Year 7 incremental writing targets for all students, and males were met. Māori and Pasifika student targets were not achieved. However, positive progress was made: All cohort +29.3% Male +25.6% Māori +19.2% Pasifika +31%</p> <p>Year 8 writing data from mid-year 2024 to the end of 2025 showed that positive progress was made over this period:</p> <ul style="list-style-type: none"> <li>● 82.6% of all Year 8 students are at NZC Level 4 or above. (+42.2% from mid-Year 7).</li> <li>● 77.4% of Year 8 male students are at NZC Level 4 or above. (+40.3% from mid-Year 7).</li> <li>● 72.1% of Year 8 Māori students are at NZC Level 4 or above. (+44.6% from mid-Year 7).</li> <li>● 79% of Year 8 Pasifika students are at NZC Level 4 or above. (+67.9% from mid-Year 7).</li> </ul> <p>In summary, some Year 8 Writing targets were met; significant gains were made over time.</p>	<p>Dedication from teachers to ensure writing programmes are integrated with science and social science topic.</p> <p>Implementation of Writers Toolbox Pedagogy to ensure explicit writing teaching across the school.</p> <p>Writing utilising a range of genre-based tasks that enable students to delve deeper into the science and social science contexts.</p> <p>Students who are highly engaged in schoolwide life and general truancy continue to be a factor in 2025 with many students away at various times of the year.</p>	<p><u>Moving forward in 2026</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>● Collaboration with Coactive education and Louise Dempsey to explore structured literacy for Y7 and Y8 students.</li> <li>● Targeted internal PLD focused on best practices in reading, which is readily available.</li> <li>● Structured literacy PLD provided by MoE.</li> <li>● Full implementation and consistent application of the writing progressions continue to be a focus.</li> <li>● Continue to promote students' self-regulation and reflection on their learning.</li> <li>● Writer's Toolbox PLD will continue to be championed schoolwide.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>● Implementation and full integration of SATAF (Student and Teacher Assessment Framework)</li> <li>● Students will be active participants in assessing their learning.</li> <li>● The ICoL curriculum workstream will incorporate the principles of best assessment practice.</li> <li>● Regular focus on moderation during whole staff and learning area meetings.</li> <li>● PLD to create data driven assessment practices to ensure effective teaching and learning programmes.</li> <li>● Teachers use PAT to assist with determining students' next steps</li> </ul>

<p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Clear, concise reporting to parents about student achievement. The formal report showed 'value added' from mid-Year 7 to the end of Year 8.</li> <li>• Proactive participation in the Kotuitui Kahui Ako</li> <li>• GEIS ICoL position continued to focus on developing a shared understanding of progress through the curriculum levels</li> <li>• ICOL inquiries continued within the school and aligned with ICOL inquiries across Kotuitui.</li> </ul>			<p>Maori &amp; Pasifika</p> <ul style="list-style-type: none"> <li>• Targeted literacy support for Maori and Pasifika students will continue.</li> <li>• Māori and Pasifika achievement is tracked and discussed at the mini-school level with localised interventions identified.</li> <li>• Engagement with Te Kawerau a Maki to support greater whānau connection and understanding the needs of Māori students.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• The School will continue to communicate to all stakeholders the vision and purpose of the 'Writer's Toolbox'.</li> <li>• Implement anytime reporting.</li> <li>• Reporting to parents regarding writing progress will be completed regularly using digital technologies and student-led discussions.</li> <li>• Students will be active participants in sharing their learning with their parents.</li> <li>• Literacy lead teacher position will continue to focus on developing a shared understanding of progress through the curriculum levels.</li> </ul>
---	--	--	--

Focus:	MATHEMATICS
Annual aim:	To ensure a sustained increase of students achieving at Level 4 of the NZ curriculum for mathematics.

<p>Baseline data:</p>	<p><b>Year 7 2025</b>                  We continue to use our 2025 mid-year achievement judgements as the baseline data for the Year 7 target for the end of 2025 and the Year 8 target for the end of 2026.</p> <p>Analysis of mid-year 2025 interim teacher judgements of student achievement:                  69.8% (331) of Year 7, students were Proficient and exceeding within their year level 3                  53.4% (39) of Year 7, Maori students were Proficient and exceeding within their year level 3                  60.5% (26) of Year 7, Pasifika students were Proficient and exceeding within their year level 3</p> <p><b>Year 8 2025</b>                  We continue to use our 2024 mid-year achievement judgements as the baseline data for our Year 8 targets. Therefore, our Year 8 targets will be tracked over 18 months from mid-year 2024 to the end of 2025.</p> <p>Analysis of mid-year 2024 overall teacher judgements of student achievement:                  31.2% (161) of Year 7, students were at NZC Level 4 or above                  22.3% (23) of Year 7, Maori students were at NZC Level 4 or above                  17.5% (11) of Year 7, Pasifika students were at NZC Level 4 or above</p>
<p>Targets 2023-2024</p>	<p><b>Year 7 2024 - Year 8 2025 Targets:</b>                  By the end of Year 7, 55% of all students will be at NZC Level 4 or above. By the end of Year 8 80% of this cohort will be at Proficient and exceeding within their year level.</p> <p>By the end of Year 7, 50% of Maori students will be at NZC Level 4 or above. By the end of Year 8 75% of this cohort will be at Proficient and exceeding within their year level.</p> <p>By the end of Year 7, 45% of Pasifika students will be at NZC Level 4 or above. By the end of Year 8 70% of this cohort will be at Proficient and exceeding within their year level.</p> <p><b>Year 7 2025 - Year 8 2026 Targets:</b>                  By the end of Year 8, 80% of all students will be Proficient and exceeding within their year level.                  By the end of Year 8, 75% of Maori students will be Proficient and exceeding within their year level.                  By the end of Year 8, 75% of Pasifika students will be Proficient and exceeding within their year level.</p>

Actions <i>(what did we do?)</i>	Outcomes <i>(what happened?)</i>	Reasons for the variance <i>(why did it happen?)</i>	Evaluation/Planning for 2025 <i>(where to next)</i>
<p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Full and consistent implementation of the refreshed mathematics and statistics curriculum</li> <li>• A particular focus is on students' self-regulating and reflecting on their learning.</li> <li>• Internal targeted PLD provided by ICoL focused on best practices in mathematics.</li> <li>• Best practice in mathematics PLD provided by Julia Crawford - Cognition.</li> <li>• Engagement with the Oxford Mathematics and Statistics resources.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Focused on all teachers making effective use of, assessment tasks and can use the tracking sheets provided..</li> <li>• ICoL curriculum workstream incorporated the principles of best assessment practice.</li> </ul> <p>Consolidating Educationally Powerful Connections</p> <ul style="list-style-type: none"> <li>• Change in reporting mindset as we measure value added to individuals rather than against ambiguous benchmarks.</li> <li>• Reporting to parents regarding mathematics progress will be completed regularly using digital technologies and student-led discussions.</li> <li>• Students will be active participants in sharing their</li> </ul>	<p>Year 7 incremental mathematics targets for all students, Māori and Pasifika, were not achieved. However, positive progress was made:                      All Cohort +8.5%                      Māori +11%                      Pasifika +8.6%</p> <p>Year 8 mathematics data from mid-year 2024 to the end of 2025 showed that positive progress was made all over this period:</p> <ul style="list-style-type: none"> <li>• 79.6% of all Year 8 students are at Proficient and exceeding within their year level.</li> <li>• 73.2% of Year 8 Maori students are at Proficient and exceeding within their year level.</li> <li>• 64.5% of Year 8 Pasifika students are at Proficient and exceeding within their year level.</li> </ul> <p>In summary, Year 8 Maths targets were not met; however, significant gains were made over time.</p>	<p>The change in curriculum has required significant professional development and continual refining across 2025.</p> <p>The move from levels that enable students to achieve horizontally across levels, to achieving vertically within their year level.</p> <p>Dedication from teachers to ensure mathematics programmes are integrated as possible within other curriculum areas.</p> <p>Implementation of an hour a day where possible.</p> <p>Utilisation of the Aotearoa Oxford Mathematics and Statistics resources ensures consistency across the school.</p> <p>Students who are highly engaged in schoolwide life and general truancy continue to be a factor in 2025 with many students away at various times of the year.</p>	<p><u>Moving forward in 2026:</u></p> <p>Planning and Teaching</p> <ul style="list-style-type: none"> <li>• Full and consistent implementation of the Aotearoa Math and Statistics curriculum statements.</li> <li>• A particular focus is on students' self-regulating and reflecting on their learning.</li> <li>• Continue to inquire into Te Mātaiaho and the refreshed Mathematics and Statistics curriculum</li> <li>• Targeted PLD focused on best practices in mathematics, where needed</li> <li>• Structured Maths PLD provided by MoE.</li> <li>• Differentiation of learning to be a targeted approach across the school.</li> </ul> <p>Assessment, Tracking and Moderation</p> <ul style="list-style-type: none"> <li>• Develop assessment practices that align with the new Mathematics and Statistics Curriculum.</li> <li>• Implementation and full integration of SATAF (Student and Teacher Assessment Framework)</li> <li>• Students will be active participants in assessing their learning.</li> <li>• The mathematics lead teacher to incorporate the principles of best assessment practice.</li> <li>• Regular focus on moderation during whole staff and learning area meetings.</li> <li>• PLD to create data driven assessment practices to ensure effective teaching and learning programmes.</li> <li>• Teachers use PAT to help determine students' next steps.</li> <li>• Engagement with the Ministry of education mathematics programme for learners who need accelerated practices.</li> <li>• Priority learners are tracked and intervention programmes identified.</li> </ul> <p>Māori and Pasifika</p> <ul style="list-style-type: none"> <li>• Engagement with Te Kawerau ā Maki to support greater whānau connection and understanding of the needs of Māori students.</li> <li>• Māori and Pasifika achievement is tracked and discussed at the mini-school level with localised interventions identified.</li> </ul> <p>Consolidating Educationally Powerful Connections</p>

<p>learning with their parents.</p> <ul style="list-style-type: none"><li>• Proactive Participation in the Kotuitui Kahui Ako</li><li>• GEIS ICoL position will continue to focus on developing a shared understanding of progress through the curriculum levels</li><li>• ICOL inquiries continued within the school.</li></ul>			<ul style="list-style-type: none"><li>• Reporting to parents regarding mathematics progress will be completed regularly, using digital technologies and student-led discussions.</li><li>• Any time reporting via Hero</li><li>• Students will be active participants in sharing their learning with their parents.</li><li>• Mathematics lead teacher will continue to focus on developing a shared understanding of progress through the phases of learning.</li></ul>
--	--	--	--

## ***Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi***

Glen Eden Intermediate School demonstrates its commitment to upholding Te Tiriti o Waitangi through a range of initiatives and practices. The school Board of Trustees, School Leadership including teachers and Senior leadership team (SLT) actively participate in understanding and fulfilling their obligations to Te Tiriti o Waitangi within the school environment.

The Principal fosters a collaborative culture by promoting and participating in Māori achievement and wellbeing which they lead and also includes supporting teachers and teacher groups in leading collaborative teaching and learning that signify our dedication and commitment to Te Tiriti o Waitangi Principles. The following initiatives, practices and actions the school takes directly align with the partnership, participation and protection principles of Te Tiriti o Waitangi.

GEIS Māori Student Achievement plan.

Analysis of Māori Student achievement data.

Teaching and Learning Māori Teo Reo Language and culture.

BOT Māori representative to support the school at governance level to ensure māori perspectives and views are shared.

Teo Reo language, culture and tikanga are regularly used with tamariki, kaiako and the community.

We actively collaborate with whānau, integrate Māori perspectives into our curriculum to ensure equitable opportunities and outcomes for all tamariki.

Celebrating Māori success and special events such as Matariki and Maori Te Reo Language weeks.

We as a school start each school day with karakia this also includes teacher huis

We have also connected with our local Iwi Te Kawaeru ā maki to

Through these initiatives, practices and actions we strive to create a learning environment that respects and upholds the values of Te Tiriti o Waitangi, fostering the holistic success of every member of our school community.

## Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principle of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes we have and we will continue to do so.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Glen Eden Intermediate is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position. This has been modelled in the recent appointments that have been made.
How do you practise impartial selection of suitably qualified persons for appointment?	We have an appointments committee that interviews and selects suitably qualified persons for any appointment.
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	We always recognise the aims and aspirations of Māori and support Māori in these.  We recently have appointed Māori to our staff and always seeking Māori for greater involvement in our school.
How have you enhanced the abilities of individual employees?	We are continually enhancing the abilities of individual employees by providing targeted professional development to enhance teacher and staff capabilities
How are you recognising the employment requirements of women?	We are continually inquiring, collaborating, conferencing and listening to the requirements of women in our space.
How are you recognising the employment requirements of persons with disabilities?	We meet the needs of any staff members disabilities so they can perform their duties without any hindrance.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

## **School**

**Glen Eden Intermediate**

## **KIWISPORT NOTE**

*Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$15,239 (excluding GST). The funding was spent on purchasing equipment for lunchtime sports to increase the participation of students in various sports. The funding has helped GEIS encourage the students to participate and try a variety of sports. These are organised to run 3 times per week. The number of students participating increased from 70 to 85% of the school roll.*



## Independent Auditor's Report

# To the readers of Glen Eden Intermediate School's Financial statements For the year ended 31 December 2025

### RSM Hayes Audit

Level 19, 125 Queen Street,  
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

The Auditor-General is the auditor of Glen Eden Intermediate School. The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2026, 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 5 June 2026. This is the date at which our opinion is expressed.

### Basis of 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.

**THE POWER OF BEING UNDERSTOOD**  
ASSURANCE | TAX | CONSULTING



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 Members of the Board Members, 2025 Student Achievement-Analysis of Variance, Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment policy, Kiwisport note. 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 Members of the Board Members, 2025 Student Achievement-Analysis of Variance, Report on how Glen Eden Intermediate School has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment policy, Kiwisport note.

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, Glen Eden Intermediate School.

A handwritten signature in black ink, appearing to read 'Brendan Lyon', is positioned above the printed name.

**Brendan Lyon**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



## Certificate Of Completion

Envelope Id: D666E1D7-F7EA-4EE9-905D-2D713125D1C2

Status: Completed

Subject: Documents for sign off - Glen Eden Intermediate 2025

Source Envelope:

Document Pages: 73

Signatures: 4

Envelope Originator:

Certificate Pages: 5

Initials: 0

Abigail Craig-West

AutoNav: Enabled

125 Queen Street

Envelopeld Stamping: Enabled

Auckland, Auckland 1010

Time Zone: (UTC+12:00) Auckland, Wellington

abigail.craig-west@rsmnz.co.nz

IP Address: 114.23.202.11

## Record Tracking

Status: Original

03 June 2026 | 11:38

Holder: Abigail Craig-West

abigail.craig-west@rsmnz.co.nz

Location: DocuSign

Status: Original

04 June 2026 | 07:50

Holder: Chelsea Edel

Chelsea.Edel@rsmnz.co.nz

Location: DocuSign

Status: Original

05 June 2026 | 15:09

Holder: Abigail Craig-West

abigail.craig-west@rsmnz.co.nz

Location: DocuSign

## Signer Events

Sharon Heugh

Sharon.Heugh@rsmnz.co.nz

Security Level: Email, Account Authentication  
(None)

## Signature

**Completed**

Using IP Address: 114.23.202.11

## Timestamp

Sent: 03 June 2026 | 11:42

Resent: 04 June 2026 | 07:50

Viewed: 04 June 2026 | 07:51

Signed: 04 June 2026 | 07:52

### Electronic Record and Signature Disclosure:

Accepted: 03 June 2026 | 13:31

ID: 23feb890-00c6-451c-b624-eb8748f5f4a0

Kirstie Barton O'Brien

kirstiejsbarton@gmail.com

Security Level: Email, Account Authentication  
(None)

Signed by:

*Kirstie Barton O'Brien*  
F89A609442E2441...

Signature Adoption: Pre-selected Style

Using IP Address: 149.19.29.156

Sent: 04 June 2026 | 07:52

Resent: 04 June 2026 | 12:40

Resent: 04 June 2026 | 12:40

Resent: 05 June 2026 | 12:16

Viewed: 05 June 2026 | 13:15

Signed: 05 June 2026 | 13:23

### Electronic Record and Signature Disclosure:

Accepted: 05 June 2026 | 13:15

ID: 4954e898-ae6e-4d4e-b319-29553a480269

Jonathan Hughes

jhughes@geis.school.nz

Security Level: Email, Account Authentication  
(None)

Signed by:

*Jonathan Hughes*  
72A0FE52F2A3423...

Signature Adoption: Pre-selected Style

Using IP Address: 202.150.97.120

Sent: 05 June 2026 | 13:23

Viewed: 05 June 2026 | 13:28

Signed: 05 June 2026 | 13:29

### Electronic Record and Signature Disclosure:

Accepted: 05 June 2026 | 13:28

ID: fbfc94f2-468b-4c82-add4-7660a2df9b7c

Business Support

AdminNewmarket@rsmnz.co.nz

Security Level: Email, Account Authentication  
(None)

**Completed**

Using IP Address: 114.23.202.11

Sent: 05 June 2026 | 13:29

Resent: 08 June 2026 | 16:46

Viewed: 08 June 2026 | 16:47

Signed: 08 June 2026 | 16:47

### Electronic Record and Signature Disclosure:

Accepted: 13 May 2024 | 15:24

ID: 6028bcba-00ab-4944-b339-c5c94d93eb56

Signer Events	Signature	Timestamp
Sharon Heugh Sharon.Heugh@rsmnz.co.nz Security Level: Email, Account Authentication (None)	<b>Completed</b>  Using IP Address: 116.251.199.132	Sent: 08 June 2026   16:47 Viewed: 09 June 2026   20:03 Signed: 09 June 2026   20:06

**Electronic Record and Signature Disclosure:**  
 Accepted: 09 June 2026 | 20:03  
 ID: 52f39962-22cd-49c5-97b9-74aa8190a35a

Brendan Lyon brendan.lyon@rsmnz.co.nz Security Level: Email, Account Authentication (None)	<b>Completed</b>  Using IP Address: 114.23.202.11	Sent: 09 June 2026   20:06 Viewed: 11 June 2026   08:50 Signed: 11 June 2026   08:50
--	---	--

**Electronic Record and Signature Disclosure:**  
 Accepted: 11 June 2026 | 08:50  
 ID: 89ea4e2c-4b93-4249-aae3-7a7d94c92f2e

In Person Signer Events	Signature	Timestamp
-------------------------	-----------	-----------

Editor Delivery Events	Status	Timestamp
------------------------	--------	-----------

Agent Delivery Events	Status	Timestamp
-----------------------	--------	-----------

Intermediary Delivery Events	Status	Timestamp
------------------------------	--------	-----------

Certified Delivery Events	Status	Timestamp
---------------------------	--------	-----------

Carbon Copy Events	Status	Timestamp
--------------------	--------	-----------

Witness Events	Signature	Timestamp
----------------	-----------	-----------

Notary Events	Signature	Timestamp
---------------	-----------	-----------

Envelope Summary Events	Status	Timestamps
-------------------------	--------	------------

Envelope Sent	Hashed/Encrypted	03 June 2026   11:42
Envelope Updated	Security Checked	04 June 2026   12:40
Envelope Updated	Security Checked	04 June 2026   12:40
Envelope Updated	Security Checked	08 June 2026   16:46
Envelope Updated	Security Checked	08 June 2026   16:46
Envelope Updated	Security Checked	08 June 2026   16:46
Envelope Updated	Security Checked	08 June 2026   16:46
Envelope Updated	Security Checked	08 June 2026   16:46
Certified Delivered	Security Checked	11 June 2026   08:50
Signing Complete	Security Checked	11 June 2026   08:50
Completed	Security Checked	11 June 2026   08:50

Payment Events	Status	Timestamps
----------------	--------	------------

Electronic Record and Signature Disclosure
--

## **ELECTRONIC RECORD AND SIGNATURE DISCLOSURE**

From time to time, RSM (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

### **Getting paper copies**

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

### **Withdrawing your consent**

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

### **Consequences of changing your mind**

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

### **All notices and disclosures will be sent to you electronically**

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

### **How to contact RSM:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [jason.stinchcombe@rsmnz.co.nz](mailto:jason.stinchcombe@rsmnz.co.nz)

### **To advise RSM of your new email address**

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at [jason.stinchcombe@rsmnz.co.nz](mailto:jason.stinchcombe@rsmnz.co.nz) and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

### **To request paper copies from RSM**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to [jason.stinchcombe@rsmnz.co.nz](mailto:jason.stinchcombe@rsmnz.co.nz) and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

### **To withdraw your consent with RSM**

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an email to [jason.stinchcombe@rsmnz.co.nz](mailto:jason.stinchcombe@rsmnz.co.nz) and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

### **Required hardware and software**

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

### **Acknowledging your access and consent to receive and sign documents electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify RSM as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by RSM during the course of your relationship with RSM.