

# DISCOVERY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025



# DISCOVERY SCHOOL

*Whanake rā tātou kia pai ai te āpōpō*  
We thrive & grow today for a better tomorrow

|                                |                                    |
|--------------------------------|------------------------------------|
| Ministry Number:               | 2832                               |
| Principal:                     | Kaylene Macnee                     |
| School Address:                | Pullen Lane, Whitby                |
| School Postal Address:         | Pullen Lane, Whitby, Porirua, 5024 |
| School Phone:                  | 04 234 7103                        |
| School Email:                  | finance@discovery.school.nz        |
| Accountant / Service Provider: | Accounting For Schools Limited     |

# DISCOVERY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Discovery School

## Statement of Responsibility

### For the year ended 31 December 2025

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

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

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

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

Laura Ann Lumley  
Full Name of Presiding Member

  
Signature of Presiding Member

28 May 2026  
Date:

Kaylene Megan Macnee  
Full Name of Principal

  
Signature of Principal

28 May 2026  
Date:

# Discovery School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

|   | Notes | 2025<br>Actual<br>\$   | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$    |
|---|-------|------------------------|-------------------------------------|-------------------------|
| <b>Revenue</b>  |       |                        |                                     |                         |
| Government Grants   | 2     | 4,476,015              | 4,283,247                           | 4,280,745               |
| Locally Raised Funds  | 3     | 151,370                | 197,770                             | 232,531                 |
| Interest  |       | 16,034                 | 25,000                              | 29,124                  |
|   |       | <u>4,643,419</u>       | <u>4,506,017</u>                    | <u>4,542,400</u>        |
| <b>Expenses</b>   |       |                        |                                     |                         |
| Locally Raised Funds  | 3     | 5,002                  | 16,574                              | 39,958                  |
| Learning Resources  | 4     | 3,405,493              | 3,145,287                           | 3,257,889               |
| Administration  | 5     | 246,356                | 237,535                             | 243,676                 |
| Interest  |       | 1,500                  | 2,000                               | 1,926                   |
| Property  | 6     | 1,031,174              | 1,125,829                           | 1,111,698               |
|   |       | <u>4,689,525</u>       | <u>4,527,225</u>                    | <u>4,655,147</u>        |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | (46,106)               | (21,208)                            | (112,747)               |
| Other Comprehensive Revenue and Expenses                    |       | -                      | -                                   | -                       |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <u><u>(46,106)</u></u> | <u><u>(21,208)</u></u>              | <u><u>(112,747)</u></u> |

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

# Discovery School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

| Notes   | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| <b>Balance at 1 January</b>   | 941,658              | 1,081,824                           | 1,081,822            |
| Total comprehensive revenue and expense for the year  | (46,106)             | (21,208)                            | (112,747)            |
| Capital Contributions from / (Distributions to) the Ministry of Education<br>Contribution - Furniture and Equipment Grant | -                    | -                                   | 58,127               |
| Distribution to the Ministry of Education   | -                    | -                                   | (85,544)             |
| <b>Equity at 31 December</b>  | <b>895,552</b>       | <b>1,060,616</b>                    | <b>941,658</b>       |
| Accumulated comprehensive revenue and expense   | 895,552              | 1,060,616                           | 941,658              |
| <b>Equity at 31 December</b>  | <b>895,552</b>       | <b>1,060,616</b>                    | <b>941,658</b>       |

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.

**Discovery School**  
Statement of Financial Position  
As at 31 December 2025

|   |       | 2025           | 2025             | 2024           |
|---|-------|----------------|------------------|----------------|
|   | Notes | Actual         | Budget           | Actual         |
|   |       | \$             | (Unaudited)      | \$             |
|   |       |                | \$               |                |
| <b>Current Assets</b>                             |       |                |                  |                |
| Cash and Cash Equivalents                         | 7     | 140,695        | 55,742           | 33,151         |
| Accounts Receivable                               | 8     | 279,170        | 265,000          | 262,946        |
| Funds receivable from the Ministry of Education   | 16    | 68,605         | 112,351          | 26,807         |
| GST Receivable                                    |       | 8,831          | 20,000           | 15,538         |
| Prepayments                                       |       | 11,328         | 15,000           | 3,899          |
| Investments                                       | 9     | 229,269        | 420,000          | 359,735        |
|   |       | <u>737,898</u> | <u>888,093</u>   | <u>702,076</u> |
| <b>Current Liabilities</b>                        |       |                |                  |                |
| Accounts Payable                                  | 11    | 344,730        | 346,000          | 370,296        |
| Borrowings - Due in one year                      | 12    | 6,257          | -                | 6,257          |
| Revenue Received in Advance                       | 13    | 35,280         | -                | 541            |
| Provision for Cyclical Maintenance                | 14    | -              | -                | 12,685         |
| Finance Lease Liability                           | 15    | 7,323          | 10,700           | 12,557         |
| Funds held on behalf of the Ministry of Education | 16    | 21,860         | -                | -              |
|   |       | <u>415,450</u> | <u>356,700</u>   | <u>402,336</u> |
| <b>Working Capital Surplus/(Deficit)</b>          |       | 322,448        | 531,393          | 299,740        |
| <b>Non-current Assets</b>                         |       |                |                  |                |
| Property, Plant and Equipment                     | 10    | 630,061        | 576,723          | 689,508        |
|   |       | <u>630,061</u> | <u>576,723</u>   | <u>689,508</u> |
| <b>Non-current Liabilities</b>                    |       |                |                  |                |
| Borrowings  | 12    | 9,386          | -                | 15,643         |
| Provision for Cyclical Maintenance                | 14    | 35,672         | 37,000           | 19,271         |
| Finance Lease Liability                           | 15    | 11,901         | 10,500           | 12,679         |
|   |       | <u>56,959</u>  | <u>47,500</u>    | <u>47,593</u>  |
| <b>Net Assets</b>                                 |       | <u>895,552</u> | <u>1,060,616</u> | <u>941,658</u> |
| <b>Equity</b>                                     |       | <u>895,552</u> | <u>1,060,616</u> | <u>941,658</u> |

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

# Discovery School

## Statement of Cash Flows

For the year ended 31 December 2025

|   |          | 2025           | 2025            | 2024            |
|---|----------|----------------|-----------------|-----------------|
|   | Note     | Actual         | Budget          | Actual          |
|   |          | \$             | (Unaudited)     | \$              |
| <b>Cash flows from Operating Activities</b>                 |          |                |                 |                 |
| Government Grants   |          | 940,207        | 923,497         | 930,192         |
| Locally Raised Funds  |          | 145,313        | 197,770         | 219,177         |
| Goods and Services Tax (net)                                |          | 6,709          | (10,000)        | 41,635          |
| Payments to Employees                                       |          | (542,444)      | (506,171)       | (610,503)       |
| Payments to Suppliers                                       |          | (509,709)      | (479,515)       | (508,734)       |
| Interest Paid   |          | (1,500)        | (2,000)         | (1,926)         |
| Interest Received   |          | 26,306         | 25,000          | 24,783          |
| Net cash from Operating Activities                          |          | 64,882         | 148,581         | 94,624          |
| <b>Cash flows from Investing Activities</b>                 |          |                |                 |                 |
| Purchase of PPE (and Intangibles)                           |          | (55,598)       | (57,836)        | (90,032)        |
| Purchase of Investments                                     |          | (233,864)      | -               | 55,785          |
| Proceeds from Sale of Investments                           |          | 364,331        | -               | -               |
| Net cash from Investing Activities                          |          | 74,869         | (57,836)        | (34,247)        |
| <b>Cash flows from Financing Activities</b>                 |          |                |                 |                 |
| Furniture and Equipment Grant                               |          | -              | -               | 22,702          |
| Finance Lease Payments                                      |          | (6,012)        | (8,800)         | (3,209)         |
| Loans Received/ Repayment of Loans                          |          | (6,257)        | -               | (6,257)         |
| Distribution to the Ministry                                |          | -              | -               | (85,544)        |
| Funds on behalf of Third Parties                            |          | (19,938)       | (112,351)       | (41,278)        |
| Net cash from Financing Activities                          |          | (32,207)       | (121,151)       | (113,586)       |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>107,544</b> | <b>(30,406)</b> | <b>(53,209)</b> |
| Cash and cash equivalents at the beginning of the year      | 7        | 33,151         | 86,148          | 86,360          |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>7</b> | <b>140,695</b> | <b>55,742</b>   | <b>33,151</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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Discovery 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 reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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.

###### **Useful lives of property, plant and equipment**

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

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### *Cyclical Maintenance*

A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

##### **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.

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### **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 schools 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 comprise 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 not trivial.

##### **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.

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 to Crown Owned Assets | 20 years                |
| Furniture and equipment                     | 5 - 15 years            |
| Information and communication technology    | 3 - 5 years             |
| Motor vehicles                              | 5 years                 |
| Textbooks                                   | 3 - 5 years             |
| Leased assets held under a Finance Lease    | 4 years                 |
| Library resources                           | 12.5% Diminishing value |

#### **k) Intangible Assets**

##### **Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **l) Impairment of property, plant, and equipment and intangible assets**

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

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

##### **m) 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.

##### **n) Employee Entitlements**

###### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to 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.

##### **o) Revenue Received in Advance**

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

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

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### p) 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.

##### q) Funds held for Capital works

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.

##### r) Provision for Cyclical Maintenance

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

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

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

##### s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

##### t) Borrowings

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

##### u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

##### v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

##### w) Services received in-kind

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

# Discovery School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 2. Government Grants

|   | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 904,927              | 923,497                             | 930,192              |
| Teachers' Salaries Grants                 | 2,767,113            | 2,510,763                           | 2,501,566            |
| Use of Land and Buildings Grants          | 803,975              | 848,987                             | 848,987              |
| Other Government Grants                   | -                    | -                                   | -                    |
|   | <u>4,476,015</u>     | <u>4,283,247</u>                    | <u>4,280,745</u>     |

### 3. Locally Raised Funds

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

|   | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |                      |                                     |                      |
| Donations & Bequests  | 90,596               | 114,170                             | 153,444              |
| Fees for Extra Curricular Activities                        | 5,367                | 21,100                              | 17,614               |
| Trading   | 17,824               | 26,500                              | 19,461               |
| Fundraising & Community Grants                              | 37,583               | 36,000                              | 42,012               |
|   | <u>151,370</u>       | <u>197,770</u>                      | <u>232,531</u>       |
| <b>Expenses</b>   |                      |                                     |                      |
| Extra Curricular Activities Costs                           | 5,002                | 16,574                              | 39,958               |
|   | <u>5,002</u>         | <u>16,574</u>                       | <u>39,958</u>        |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <u>146,368</u>       | <u>181,196</u>                      | <u>192,573</u>       |

### 4. Learning Resources

|  | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular                               | 174,993              | 204,353                             | 179,586              |
| Depreciation                             | 114,474              | 104,935                             | 106,770              |
| Information and Communication Technology | 24,311               | 19,400                              | 26,169               |
| Library Resources                        | 2,973                | 3,425                               | 911                  |
| Employee benefits - salaries             | 3,061,365            | 2,776,674                           | 2,909,848            |
| Staff Development                        | 27,377               | 36,500                              | 34,605               |
|  | <u>3,405,493</u>     | <u>3,145,287</u>                    | <u>3,257,889</u>     |

# Discovery School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 5. Administration

|  | 2025           | 2025           | 2024           |
|--|----------------|----------------|----------------|
|  | Actual         | Budget         | Actual         |
|  | \$             | (Unaudited)    | \$             |
| Audit Fee                                      | 11,494         | 11,060         | 11,060         |
| Board of Trustees Fees                         | 4,051          | 3,800          | 3,790          |
| Board of Trustees Expenses                     | 14,380         | 17,640         | 12,955         |
| Communication                                  | 3,047          | 2,943          | 3,109          |
| Consumables                                    | 10,983         | 11,623         | 11,513         |
| Other  | 22,300         | 21,147         | 22,651         |
| Employee Benefits - Salaries                   | 150,608        | 145,822        | 151,557        |
| Insurance                                      | 15,904         | 12,000         | 15,621         |
| Service Providers, Contractors and Consultancy | 13,589         | 11,500         | 11,420         |
|  | <u>246,356</u> | <u>237,535</u> | <u>243,676</u> |

### 6. Property

|                                     | 2025             | 2025             | 2024             |
|-------------------------------------|------------------|------------------|------------------|
|                                     | Actual           | Budget           | Actual           |
|                                     | \$               | (Unaudited)      | \$               |
| Caretaking and Cleaning Consumables | 21,884           | 20,332           | 21,299           |
| Consultancy and Contract Services   | 58,156           | 63,255           | 55,482           |
| Cyclical Maintenance Provision      | 3,716            | 19,680           | 47,985           |
| Grounds                             | 2,395            | 4,000            | 4,123            |
| Heat, Light and Water               | 13,784           | 13,500           | 13,017           |
| Rates                               | 9,659            | 9,000            | 7,052            |
| Repairs and Maintenance             | 28,681           | 36,637           | 28,548           |
| Use of Land and Buildings           | 803,975          | 848,987          | 848,987          |
| Security                            | 5,974            | 9,000            | 11,399           |
| Employee Benefits - Salaries        | 82,950           | 101,438          | 73,806           |
|                                     | <u>1,031,174</u> | <u>1,125,829</u> | <u>1,111,698</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           | 2025          | 2024          |
|---|----------------|---------------|---------------|
|   | Actual         | Budget        | Actual        |
|   | \$             | (Unaudited)   | \$            |
| Bank Accounts                                     | 140,695        | 55,742        | 33,151        |
| Cash and Cash Equivalents for Cash Flow Statement | <u>140,695</u> | <u>55,742</u> | <u>33,151</u> |

Of the \$140,695 Cash and Cash Equivalents, \$35,280 of Revenue Received in Advance is held by the School, as disclosed in note 13.

# Discovery School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 8. Accounts Receivable

|  | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | 6,482                | -                                   | 425                  |
| Receivables from the Ministry of Education | 2,481                | -                                   | 2,481                |
| Interest Receivable                        | 2,773                |                                     | 13,045               |
| Teacher Salaries Grant Receivable          | 267,434              | 265,000                             | 246,995              |
|  | <u>279,170</u>       | <u>265,000</u>                      | <u>262,946</u>       |
| Receivables from Exchange Transactions     | 9,255                | -                                   | 13,470               |
| Receivables from Non-Exchange Transactions | 269,915              | 265,000                             | 249,476              |
|  | <u>279,170</u>       | <u>265,000</u>                      | <u>262,946</u>       |

### 9. Investments

The School's investment activities are classified as follows:

|                          | 2025<br>Actual<br>\$ | 2025<br>Budget<br>(Unaudited)<br>\$ | 2024<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            |                      |                                     |                      |
| Short-term Bank Deposits | 229,269              | 420,000                             | 359,735              |
| Total Investments        | <u>229,269</u>       | <u>420,000</u>                      | <u>359,735</u>       |

# Discovery School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 10. Property, Plant and Equipment

| 2025                               | Opening Balance (NBV) \$ | Additions \$  | Disposals \$ | Impairment \$ | Depreciation \$  | Total (NBV) \$ |
|------------------------------------|--------------------------|---------------|--------------|---------------|------------------|----------------|
| Building Improvements              | 424,902                  | 25,110        | -            | -             | (36,312)         | 413,700        |
| Furniture and Equipment            | 180,453                  | 11,726        | -            | -             | (46,367)         | 145,812        |
| Information Technology             | 32,439                   | 8,100         | (569)        | -             | (14,176)         | 25,794         |
| Leased Assets                      | 23,489                   | 8,443         | -            | -             | (14,068)         | 17,864         |
| Library Resources                  | 28,226                   | 2,216         | -            | -             | (3,551)          | 26,891         |
| <b>Balance at 31 December 2025</b> | <b>689,509</b>           | <b>55,595</b> | <b>(569)</b> | <b>-</b>      | <b>(114,474)</b> | <b>630,061</b> |

The net carrying value of equipment held under a finance lease is \$17,864 (2024: \$23,489).

#### Restrictions

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

|                               | 2025 Cost or Valuation \$ | 2025 Accumulated Depreciation \$ | 2025 Net Book Value \$ | 2024 Cost or Valuation \$ | 2024 Accumulated Depreciation \$ | 2024 Net Book Value \$ |
|-------------------------------|---------------------------|----------------------------------|------------------------|---------------------------|----------------------------------|------------------------|
| Building Improvements         | 909,648                   | (495,946)                        | 413,701                | 947,657                   | (522,755)                        | 424,902                |
| Furniture and Equipment       | 528,764                   | (382,952)                        | 145,812                | 604,162                   | (423,709)                        | 180,453                |
| Information Technology        | 207,959                   | (182,166)                        | 25,794                 | 279,759                   | (247,320)                        | 32,439                 |
| Leased Assets                 | 52,797                    | (34,933)                         | 17,864                 | 44,354                    | (20,865)                         | 23,489                 |
| Library Resources             | 79,508                    | (52,614)                         | 26,894                 | 77,289                    | (49,063)                         | 28,226                 |
| <b>Balance at 31 December</b> | <b>1,778,676</b>          | <b>(1,148,611)</b>               | <b>630,065</b>         | <b>1,953,221</b>          | <b>(1,263,712)</b>               | <b>689,509</b>         |

### 11. Accounts Payable

|                                       | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---------------------------------------|----------------|----------------------------|----------------|
| Creditors                             | 14,981         | 50,000                     | 59,576         |
| Accruals                              | 30,337         | -                          | 9,004          |
| Banking Staffing Overuse              | -              | -                          | 8,105          |
| Employee Entitlements - Salaries      | 292,647        | 296,000                    | 288,649        |
| Employee Entitlements - Leave Accrual | 6,765          | -                          | 4,962          |
|                                       | <b>344,730</b> | <b>346,000</b>             | <b>370,296</b> |
| Payables for Exchange Transactions    | 344,730        | 346,000                    | 370,296        |
|                                       | <b>344,730</b> | <b>346,000</b>             | <b>370,296</b> |

The carrying value of payables approximates their fair value.

# Discovery School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 12. Borrowings

|                     | 2025          | 2025        | 2024          |
|---------------------|---------------|-------------|---------------|
|                     | Actual        | Budget      | Actual        |
|                     | \$            | (Unaudited) | \$            |
| Due in One Year     | 6,257         | -           | 6,257         |
| Due Beyond One Year | 9,386         | -           | 15,643        |
|                     | <u>15,643</u> | <u>-</u>    | <u>21,900</u> |

The school has borrowings at 31 December 2025 of \$15,643 (31 December 2024 \$21,900). This loan is from the Energy Efficiency and Conservation Authority for the purpose of upgrading lighting. The loan is unsecured and interest free.

### 13. Revenue Received in Advance

|   | 2025          | 2025        | 2024       |
|---|---------------|-------------|------------|
|   | Actual        | Budget      | Actual     |
|   | \$            | (Unaudited) | \$         |
| Grants in Advance - Ministry of Education | 35,280        | -           | -          |
| Other                                     | -             | -           | 541        |
|   | <u>35,280</u> | <u>-</u>    | <u>541</u> |

### 14. Provision for Cyclical Maintenance

|   | 2025          | 2025          | 2024          |
|---|---------------|---------------|---------------|
|   | Actual        | Budget        | Actual        |
|   | \$            | (Unaudited)   | \$            |
| Provision at the Start of the Year                    | 31,956        | 31,956        | 35,151        |
| Increase/ (decrease) to the Provision During the Year | 3,716         | 19,680        | 47,985        |
| Use of the Provision During the Year                  | -             | (14,636)      | (51,180)      |
| Provision at the End of the Year                      | <u>35,672</u> | <u>37,000</u> | <u>31,956</u> |
| Cyclical Maintenance - Current                        | -             | -             | 12,685        |
| Cyclical Maintenance - Term                           | 35,672        | 37,000        | 19,271        |
|   | <u>35,672</u> | <u>37,000</u> | <u>31,956</u> |

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2029. This plan is based on the schools 10 Year Property plan.

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 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<br>\$    | 2025<br>\$    | 2024<br>\$    |
|--|---------------|---------------|---------------|
| No Later than One Year                           | 8,613         | 10,700        | 14,160        |
| Later than One Year and no Later than Five Years | 13,149        | 10,500        | 14,090        |
| Future Finance Charges                           | (2,538)       | -             | (3,014)       |
|  | <u>19,224</u> | <u>21,200</u> | <u>25,236</u> |
| <b>Represented by</b>                            |               |               |               |
| Finance lease liability - Current                | 7,323         | 10,700        | 12,557        |
| Finance lease liability - Term                   | 11,901        | 10,500        | 12,679        |
|  | <u>19,224</u> | <u>21,200</u> | <u>25,236</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.

| 2025                                    | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$   | BOT<br>Contributions<br>\$ | Closing<br>Balances<br>\$ |
|---|---------------------------|----------------------------|------------------|----------------------------|---------------------------|
| SIP - Refurbish Admin Block             | (26,807)                  | -                          | (38,310)         | -                          | (65,117)                  |
| Replace Deck Blocks 12, 15, 17          | -                         | 92,649                     | (93,142)         | -                          | (493)                     |
| LSM Site Access                         | -                         | 21,092                     | (21,092)         | -                          | -                         |
| Replace Roofing Pool, Blocks 12, 15, 17 | -                         | 142,500                    | (142,695)        | -                          | (195)                     |
| Replace Hot Water Cylinders             | -                         | 8,017                      | (8,017)          | -                          | -                         |
| Replace Shugg Windows Blocks 2, 3, 4, 6 | -                         | 85,500                     | (88,300)         | -                          | (2,800)                   |
| AMS Block 2 - Refurbish Classrooms      | -                         | 20,000                     | (5,000)          | -                          | 15,000                    |
| Block 6 Water Damage                    | -                         | 13,800                     | (6,940)          | -                          | 6,860                     |
| Totals                                  | <u>(26,807)</u>           | <u>383,558</u>             | <u>(403,496)</u> | <u>-</u>                   | <u>(46,745)</u>           |

#### Represented by:

|   |                 |
|---|-----------------|
| Funds Held on Behalf of the Ministry of Education | 21,860          |
| Funds Due from the Ministry of Education          | (68,605)        |
|   | <u>(46,745)</u> |

| 2024                                   | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$   | BOT<br>Contributions<br>\$ | Closing<br>Balances<br>\$ |
|--|---------------------------|----------------------------|------------------|----------------------------|---------------------------|
| SIP - Refurbish Admin Block            | 17,129                    | 91,250                     | (220,730)        | 85,544                     | (26,807)                  |
| Replace Heat Pumps Blocks 4,6,12,16,17 | (2,658)                   | 5,458                      | (2,800)          | -                          | -                         |
| Totals                                 | <u>14,471</u>             | <u>96,708</u>              | <u>(223,530)</u> | <u>85,544</u>              | <u>(26,807)</u>           |

#### Represented by:

|   |                 |
|---|-----------------|
| Funds Held on Behalf of the Ministry of Education | -               |
| Funds Due from the Ministry of Education          | (26,807)        |
|   | <u>(26,807)</u> |

# Discovery School

## Notes to the Financial Statements

For the year ended 31 December 2025

### 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 trustees of the Board, Principal and Deputy Principal.

|   | 2025<br>Actual<br>\$ | 2024<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 4,051                | 3,790                |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 434,635              | 409,258              |
| Full-time equivalent members                | 3                    | 3                    |
| Total key management personnel remuneration | 438,686              | 413,048              |
| Total full-time equivalent personnel        | 3.00                 | 3.00                 |

There are 9 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal

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

|  | 2025<br>Actual<br>\$000 | 2024<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 170 - 180               | 160 -170                |
| Benefits and Other Emoluments                    | 5 - 6                   | 5 - 6                   |

#### Other Employees

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

| Remuneration<br>\$000 | 2025<br>FTE Number | 2024<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110             | 5                  | 3                  |
| 110 - 120             | 4                  | 5                  |
| 120 - 130             | 3                  | 1                  |
|                       | 12                 | 9                  |

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

# Discovery School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 19. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) 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 of specific individuals. As such, this is expected to resolve the liability for school boards.

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

In 2025 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

#### 20. Commitments

##### (a) Capital Commitments

As at 31 December 2025 the Board had capital commitments of \$349,561 (2024: nil ) as a result of entering contracts.

| Contract Name                             | Remaining<br>Capital<br>Commitment |
|---|------------------------------------|
| Replace Deck blocks 12,15 and 17          | \$ 11,353.00                       |
| Replace roofing Pool Blocks 12,15, and 17 | \$ 11,848.00                       |
| AMS Block 2 refurbishment of classrooms   | \$ 195,300.00                      |
| Block 6 Water Damage                      | \$ 131,060.00                      |
| <b>Total</b>                              | <b>\$ 349,561.00</b>               |

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

#### 21. 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           | 2025              | 2024           |
|---|----------------|-------------------|----------------|
|   | Actual         | Budget            | Actual         |
|   | \$             | (Unaudited)<br>\$ | \$             |
| Cash and Cash Equivalents                                     | 140,695        | 55,742            | 33,151         |
| Receivables   | 279,170        | 265,000           | 262,946        |
| Investments - Term Deposits                                   | 229,269        | 420,000           | 359,735        |
|   | <u>649,134</u> | <u>740,742</u>    | <u>655,832</u> |
| <b>Total Financial assets measured at amortised cost</b>      |                |                   |                |
| Financial liabilities measured at amortised cost              |                |                   |                |
| Payables  | 344,730        | 346,000           | 370,296        |
| Finance Leases  | 19,224         | 21,200            | 25,236         |
| Borrowings  | 15,643         | -                 | 21,900         |
| <b>Total Financial Liabilities Measured at Amortised Cost</b> | <u>379,597</u> | <u>367,200</u>    | <u>417,432</u> |

# Discovery School

Notes to the Financial Statements

For the year ended 31 December 2025

## 22. Events After Balance Date

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

## Discovery School

Members of the Board

For the year ended 31 December 2025

| Name              | Position         | How position on Board gained | Occupation   | Term expired/expires |
|-------------------|------------------|------------------------------|--|----------------------|
| Kaylene Macnee    | Principal        | Appointed                    | Principal  |                      |
| Laura Lumley      | Presiding Member | Elected                      | Designer and Implementation Manager                        | September 2025       |
| Andrea Smith      | Staff Rep        | Elected                      | Teacher  | September 2025       |
| Danelle Whaanga   | Parent Rep       | Elected                      | Customer Success Manager, Accountant                       | November 2026        |
| Nicholas Emmerson | Parent Rep       | Elected                      | Principal Director, Emmerson Hartswood Limited             | November 2026        |
| David Pulemagafa  | Parent Rep       | Appointed                    | NZ Police - National Senior Partnerships Advisor - Pacific | November 2026        |
| Tyson Edwards     | Parent Rep       | Elected                      |  | August 2027          |
| Lauren McIntosh   | Parent Rep       | Elected                      |  | August 2027          |
| Cheyne Matenga    | Parent Rep       | Appointed                    | Student  | August 2027          |
| Georgia Taingahue | Co- opted        | Co- opted                    |  | resigned 2025        |

# Discovery School

## Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2025

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2025, the school received total Kiwisport funding of \$7,542 (2024: \$6,933).

The funding was spent on Netball Coordination and swimming lessons.

### Statement of Compliance with Employment Policy

For the year ended 31 December 2025 Discovery School Board:

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

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

The Auditor-General is the auditor of Discovery School (the School). The Auditor-General has appointed me, Geoff Potter using the staff and resources of BDO Wellington Audit Limited to carry out the audit of the financial statements of the School on pages 2 to 20 that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

### **Opinion**

In our opinion the financial statements:

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

Our audit was completed on 28 May 2026. This is the date at which our opinion is expressed.

### **Basis for our opinion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

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

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, a Report on How the School has Given Effect to Te Tiriti o Waitangi and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, a Report on How the School has Given Effect to Te Tiriti o Waitangi and a Statement of KiwiSport funding.

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

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

### **Independence**

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

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

A handwritten signature in blue ink, appearing to read 'Geoff Potter', with a stylized flourish at the end.

**Geoff Potter**  
**BDO WELLINGTON AUDIT LIMITED**  
On behalf of the Auditor-General  
Wellington, New Zealand



## Statement of Variance 2025

School Number 2832

### Giving effect to Te Tiriti o Waitangi

Our school remains committed to honouring and giving effect to Te Tiriti o Waitangi in our governance, school culture and learning programmes. Our school's commitment to the principles of Te Tiriti o Waitangi is fundamentally about equipping all our students with core life skills essential for success in modern Aotearoa New Zealand. As a foundational document of Aotearoa New Zealand, Te Tiriti provides a framework that enhances our students' education by promoting equity, inclusion, and cultural identity. These are not just academic concepts; they are vital competencies that enable our students to function effectively in diverse environments, develop a deep understanding of our nation's history and unique bicultural context, and cultivate leadership, determination, and strong community relationships. The principles of Te Tiriti continue to inform our school's decision-making and curriculum. We believe that this commitment enriches the educational experience and better prepares all ākonga for achievement and success in their lives beyond school. The first strategic goal and its targets are wholly focused on this and it is evident as you read through. The second goal also links closely to this with a focus on learning about and implementing the curriculum, with elements of provision of an inclusive, rich curriculum that honors te Tiriti o Waitangi.

| <b>Strategic Goal 1: Grow our knowledge of Te Ao Māori</b>  |  |   |  |
|---|--|---|--|
| <b>Action/Target:</b> 1.1 Continue to strengthen partnership and connections with Ngāti Toa Rangatira |  |   |  |
| What were the outcomes of our actions?  | Evidence   | Reasons for any variance  | Where to next?   |
| The school has a growing, meaningful and reciprocal partnership with Ngāti Toa Rangatira.             | Attendance at Te Rerenga o Porirua course for 2 staff;<br>Ūpane provision of staff te reo lessons;<br>Mana whenua representation on board;<br>Engagement with student mahi & Rōpū Whakapapa planning and student work. | We have not yet confirmed our kawa and tikanga for the school is in line with Ngāti Toa practices/expectations (NPKA got kawa/tikanga discussion underway but this has not yet been finalised). | Strengthening our conceptual curriculum through alignment and engagement with the Iwi led Porirua Climate Assembly.<br><br>Ensuring our school protocols are reflective of Ngāti Toa's expectations. |
| Curriculum planning is beginning to reflect mana whenua stories and aspirations.                      | Use of Ūpane resources from 2024;<br>Social Sciences Team minutes; &   |   | Continue to ensure mātaruranga Māori is deliberately planned for in the conceptual   |

|   |   |   |  |
|---|---|---|--|
|   | Team planning.  |   | curriculum.  |
| Teaching teams have appropriate names that are culturally responsive.   | Student Council/Rōpū Whakapapa work;<br>Checked Te Reo/cultural appropriateness with Ngāti Toa; &<br>Team names confirmed for implementation.   |   | Launch team names in 2026.   |
| <b>Action/Target:</b> 1.2 Increase understanding, knowledge & use of te reo me ona tikanga Māori  |   |   |  |
| <b>What were the outcomes of our actions?</b>   | <b>Evidence</b>   | <b>Reasons for any variance</b>   | <b>Where to next?</b>  |
| Student progress continued to grow across all classes, including those of new staff and classes are all immersed in te reo Māori for a short period of the day. | New staff were supported to implement mihi o te ata and te reo lessons at a pace they are able to;<br>Mihi whakatau, led by ākonga, take place naturally at the right time and place for all new ākonga and their families;<br>Mihi o te ata starts the day in all classes;<br>Noticeable confidence growth in ākonga to lead mihi o te ata across the school; &<br>Visits from Kaiako/Tumuaki from other schools within MAC. | We did not manage to invite Adventure School over for an exchange due to time constraints.                          | Ensure buddy classes practise being hosts/visitors.  |
| Increased staff understanding of effects of colonisation on te reo me ona tikanga Māori and our role in revitalisation & normalisation.                         | Te Reo Māori lessons for 12 staff, which were optional;<br>Staff meetings with Kim Nikora (MAC);<br>Staff meeting schedule/minutes;<br>Team Meeting minutes;<br>10 kupu Māori identified to avoid in English;<br>T2 wiki o te reo Māori planning;<br>Classroom timetables;<br>Professional growth documentation; &<br>Increased use of te reo in the staffroom and throughout the school.                                     | There are some classes where other curriculum pressures are starting to impact on time available for mihi o te ata. | Look at the impacts of structured literacy on timetabling and what may need to be adjusted to ensure te reo still thrives. |
| Increased number of staff learning te reo.  |   |   | Continue to provide further professional development opportunities in 2026.  |
| Staff are using te reo more confidently and naturally in conversation and the classroom.  |   |   | Continue to carry out analysis of class time, looking to increase the number of classes at level 4b.                       |
| Increased number of students learning at level 4b (MOE te reo Māori funding)  |   |   |  |

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|--|--|--|---|
| Draft progression plan for te reo Māori written, ready for review by whānau Māori. | Staff meeting minutes;<br>Curriculum Rōpū minutes; &<br>Draft document ready for review. |  | Meet with whānau Māori to get their feedback. |
|--|--|--|---|

## Strategic Goal 2: Learn through a refreshed, rich local curriculum

Action/Target: 2.1 Begin to implement the refreshed curriculum

| What were the outcomes of our actions?   | Evidence  | Reasons for any variance  | Where to next?   |
|--|---|---|--|
| The school is working hard to manage the pace of change to ensure we are beginning to implement the new curriculum in a way that is manageable for teachers and allows for embedding practice. | Staff meeting schedule;<br>Minutes of team and staff meetings;<br>Completion of 3 Maths MOE professional learning curriculum days;  | Pace of change is challenging.<br><br>The 2025 refresh of Maths and English curriculum documents came without warning or advance notice to pause the professional learning we were undertaking around the 2024 versions. This is very unsettling for teachers in what has already been a time of fast paced change. | Plan how we can manage the most recent change without overwhelming teachers, using what we learnt this year as a basis for learning the newer versions of the curriculum.<br><br>Offer feedback on the other learning areas recently published in draft.   |
| Teachers shared practice around how they are implementing the refreshed curriculum.  |   |   | Ensure teachers are using their professional experience and judgment to implement structured literacy approaches while maintaining effective literacy programmes that promote a love for reading and writing.<br><br>Look at the balance between structured literacy practices and other effective practices that we know support literacy development.<br><br>Explicit teaching of oral language. |
| Teachers are more confident in their use of structured literacy.   | Professional development in BSLA (Y0-6) and Ideal (Y7&8) completed;<br>Observations of staff and professional growth documentation;<br>Planning; &<br>Minutes of team meetings. | Structured approaches are very repetitive, time consuming and don't cover all aspects of an effective literacy programme.   |  |
| Teachers understand what an effective maths programme looks like and classroom programmes reflect this   | Staff Meeting & Maths Curriculum Minutes;<br>Documentation about effective maths programmes;  | Oxford Maths did not cater well for our Year 1 students.  | Use of Numicon for Y0-3.<br><br>Focus on the curriculum, with maths  |

|  |  |  |  |
|--|--|--|--|
| Teachers are using workbooks and other resources effectively to support ākongā to progress   | Planning;<br>Curriculum Day plans/minutes; &<br>Classroom observations.  | Oxford Maths Resources are not a direct reflection of the curriculum and do not offer enough on their own. There is a need for teachers to focus on the curriculum and effective maths practice, using Oxford and Numicon as a resource. | resources used to support teaching, not as a 'one way' approach.   |
| <b>Action/Target:</b> 2.2 Refresh our local curriculum through the development of a conceptual curriculum  |  |  |  |
| <b>What were the outcomes of our actions?</b>  | <b>Evidence</b>  | <b>Reasons for any variance</b>  | <b>Where to next?</b>  |
| We have a collective understanding of what our vision is, why it is important and what we need to include in teaching programmes.  | Team Building Day minutes;<br>Classroom environments;<br>Conversations among staff, students & community;<br>Student work;<br>Documentation showing expectations for classroom programmes and what the vision would 'look, sound and feel like' if it was fully lived; &<br>Minutes of meetings. |  | Continue to embed this through our conceptual curriculum.<br><br>Continue to develop school based resources and local curriculum to support us in achieving our vision.  |
| We have big ideas/concepts that will underpin our curriculum delivery and provide meaningful, local contexts for delivery of national expectations.                      | Community consultation;<br>Meeting minutes;<br>Planning and classroom programmes; &<br>Draft documentation for our conceptual curriculum that includes big ideas to underpin curriculum delivery.  | This is a very draft form, yet to be developed into a full plan of a conceptual curriculum. We have enough of a draft to begin implementation/trial in 2026. More time is required on this.  | Further development of a conceptual curriculum that integrates learning areas, celebrates important NZ events, language weeks and cultural identity, over a 2-3 year plan.<br><br>Work with staff and Ākongā to explore the big ideas and refine them. |
| A responsive local curriculum that reflects community aspirations and promotes high levels of engagement.  |  |  |  |
| Draft processes are in place to guide planning each year and ensure national requirements are being met, while learning is meaningful and relevant to our local setting. | Draft planning template.   | A draft planning template has been developed, but not yet used. Processes for student voice are drafted for trial in 2025.   | Develop processes for planning/back mapping curriculum coverage (including student, teacher and whānau voice).<br><br>Implement planning template.   |
| <b>Action/Target:</b> 2.3 Refine our school wide assessment practices and deepen teacher understandings of data literacy   |  |  |  |

| What were the outcomes of our actions?   | Evidence   | Reasons for any variance   | Where to next?  |
|--|--|--|---|
| <p>Staff are increasingly confident in their use of HERO to support school operations and student progress.</p> <p>Improved progress, achievement and equitable outcomes for all Ākonga.</p> | <p>Staff meeting minutes;<br/>Hero entries and use (admin, assessment data, attendance, behaviour, pastoral care, communication feeds);<br/>Trial reporting posts in Hero;<br/>Reporting to parents on Seesaw; &amp;<br/>Achievement data reports.</p> | <p>There are still areas to improve progress, achievement and equitable outcomes for everyone, however progress is continuing to be made.</p>  | <p>Use of Hero for reporting to parents (replacing Seesaw).</p> <p>Priority Learner entries and use of school pages.</p> <p>Continued data literacy focus with teachers.</p>                                |
| <p>Updating the assessment schedule with tools that are consistently understood and implemented.</p>   | <p>BSLA and Ideal testing;<br/>Team meeting minutes;<br/>Assessment schedule; &amp;<br/>Hero assessment data.</p>  | <p>Really challenging due to lack of MOE guidance for assessment tools to support the curriculum, particularly in maths. There has been a lack of clarity around SMART. BSLA and Ideal tools in some cases double up on other tools we have used, or don't always give us full information. We aimed to have assessment tools fully reviewed and a plan in place for 2026, but this has been impossible.</p> | <p>Trial SMART in 2026 for maths.</p> <p>Review the assessment schedule to ensure we are not over assessing - this means looking at the purpose of assessment tools and ensuring we aren't doubling up.</p> |
| <p>Teachers use effective data literacy skills to identify areas for improvement and steps to improve student outcomes.</p>  |  |  |   |

### Strategic Goal 3: Create spaces that support learning

Action/Target: 3.1 Support learning through use of outdoor spaces    Action/Target: 3.2 Maximise the use of indoor spaces to support student learning

| What were the outcomes of our actions?  | Evidence  | Reasons for any variance   | Where to next?  |
|---|---|--|---|
| <p>Ākonga are utilising the bike track to support learning across the curriculum.</p> | <p>Teacher planning;<br/>Board reporting;<br/>Observations and use of grounds by tamariki; Rōpū Whakapapa learning programme; &amp;<br/>Team minutes.</p> | <p>We did not get a learner licence underway as with all the curriculum changes in play, our time was focused elsewhere.</p> <p>Increasing shade in our school is incredibly expensive. We need to be able to use 10YPP funding for this, but we are still working on infrastructure projects.</p> | <p>This is a goal that we will continue to work on, however with all the curriculum changes coming at us, it's not been identified as a strategic priority for 2026.</p> <p>The conceptual curriculum planning will continue to look for opportunities for tamariki to take action with their learning and improve our learning spaces to support learning.</p> |
| <p>Increase use of the outdoor school environment for learning programmes</p>         |   |  |   |
| <p>Spaces used effectively to support learning and well being.</p>                    |   |  |   |

## Student Progress & Achievement Summary 2025

We have used Overall Teacher Judgements (OTJs) made alongside several assessments students have undertaken, as well as teacher observations of the children to determine whether students are working towards, or achieving at or above curriculum expectations. Overall judgements take into account observations that have taken place in a range of classroom settings and within multiple curriculum areas. The data includes all year 1 to year 8 students, with the exception of 5 ORS students.

### Whole School Curriculum Levels End of year 2025

The following table shows the percentage of students achieving at or above curriculum expectations at the end of 2025.

|             | Whole School | Girls  | Boys   | NZ/Pakeha | Māori  | Pacific | Asian  |
|-------------|--------------|--------|--------|-----------|--------|---------|--------|
| Writing     | 77.95%       | 83.99% | 72.24% | 80.67     | 73.53% | 62.5%   | 72.22% |
| Reading     | 86.55%       | 89.18% | 84.08% | 88.81%    | 86.76% | 87.5%   | 75.93% |
| Mathematics | 82.37%       | 79.22% | 85.31% | 86.11%    | 76.47% | 72.5%   | 77.78% |

We did not set achievement targets for 2025 as we were learning about and reporting against a new curriculum, which meant the end of 2024 data could not be used as a baseline, however the following points can be made in relation to groups of students whose needs have not been well met and other emerging themes.

### Writing

- Progress data since the middle of the year shows that the majority of students (85.4%) are progressing as expected or better.
- Our Year 4 students have the highest number of students staying at the same phase as mid year.
- There are 65 students who have not progressed at the expected rate since mid year and have 'plateaued' on the same level. Looking into the data, the vast majority of these students were already above expectations at the middle of the year. There are a small number who have complex needs or only just reached the level they achieved mid year.
- Boys continue to achieve significantly lower than girls in writing. 19.04% of our girls are working above, compared to 11.02% of boys. This is reflective of national trends, however there have been some positive shifts for boys since the middle of the year when 19 boys were well below, compared with 11 now.
- The Pacific group has the highest percentage of students who are working towards expected levels. However, there are no longer any students working well below.

- Māori students continue to have a significant number working towards, however we have also seen increases in the equity of their data, with a significant increase in the number of Māori students working above expected levels (from 3 mid year to 7 end of year). In the past, we have had quite inequitable figures in the ethnic breakdowns of students achieving above in writing.

## Reading

- The number of students across the school who are 'well below' is relatively low, however there are a number of them in Year 6.
- Our Year 4 students have the highest number of students staying at the same phase as mid year.
- There are 109 students who have not progressed at the expected rate since mid year and have 'plateaued' on the same level. When drilling into the data, we noted that all of these students were either already well above at mid year, or at the expected end of year level at mid year, and have remained at that level.
- Boys are marginally outperforming girls in the 'above' category. This is a cause for celebration as it is encouraging to see some boys also achieving at this level in reading, which tends to buck national trends.
- There are a number of Māori students well below and working towards expectations in reading. This data highlights the importance of ensuring te ao Māori is acknowledged and celebrated in our school; the results of this work may take time to be reflected in our data.
- It is pleasing to note improved equity in our data, with a significant increase in the number of Māori students working above expected levels (2 compared with 11 at mid year). In the past, we have had quite inequitable figures in the ethnic breakdowns of students achieving above in reading.

## Maths

- Our Year 7 cohort has the largest number of students not yet meeting expectations.
- Progress data shows the vast majority of students who plateaued were already achieving end of year expectations at the middle of the year.
- The Pacific group still has the highest percentage of students (6) who are working towards (37.5%), however no students are working well below (which is an improvement from mid year).
- 20.78 % of girls are achieving below or well below in Mathematics across all year groups, but mainly within Year 7. Only 10.39% of girls are currently achieving above the expected level, whereas 29.39% of boys are. This suggests we need to continue developing strategies to increase the number of girls achieving above in mathematics.

## Planned Actions for the next 6 months

- Teachers will identify who in their class plateaued over the last 6 months and plan strategies to ensure they progress in the next 6 months.
- Ensure teachers know who their underachievers are and what their gaps in learning are.
- Maths acceleration programme for Y4-8 students who require support.
- Year 1-6 Teachers explore Tier 2 BSLA resources to support small groups in class who require literacy support.
- Structured Literacy specialist support in Y1-3.
- The Learning Support Coordinator will support teachers to plan for Priority Learners in Years 4-8; beginning with boys in writing and girls in maths.