



Annual Report of 2025

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Statement of variance: progress against targets

Strategic Goal 1:

As per the strategic plan

The Beaconsfield Curriculum is innovative, adaptive, exciting and forward-thinking and reflects our children and the rural area

Annual Target/Goal:

As per the annual implementation plan

STAR achievement (Scaled Score) will increase by at least 10%

Those 'working towards' will improve by at least 1 sub-level

What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
49% improved their STAR Scaled Score by at least 10% 68% of those who improved were male 67% of those <i>working towards</i> increased at least 1 sub level (Writing) 83% of those <i>working towards</i> increased at least 1 sub level (Reading)	Observations Student Voice Reviews Board Reporting Parent Reporting Moderation Assessment Standardised Assessment Half year Data End of Year Data	Natural progressions differ between children Online testing (First time) Lack of MOE support (funds and in-class) for learners who need support Curriculums being new and different. Structured Literacy being seen moving through school.	Relevant and useful PLD for in class and new curriculum Seek support for the hard to move kids Continue to monitor and openly seek answers

<p>Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<ul style="list-style-type: none"> • Teacher-only days in January were spent reviewing and unpacking the New Curriculum for Yr 0-6. • All staff involved in the upcoming Structured Literacy PLD • Data collected and reviewed at the end of Term 2 • Parents reported to on progress end of Term 2 • All staff have now attended the first day of structured literacy PLD provided by Impacted. • 2nd day to be attended by all 26th August at Barton Rural. • All staff attended 2nd day of structured literacy PLD provided by IMPACTed. • Staff completed all days for the MOE Structured Literacy PLD • Junior teacher are completing new phonic checks assessments. • Currently completing EOY testing for parent reports and data, trends and plans going forward • Specific children have received MOE guided Speech support throughout year.
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Strategic Goal 2:
As per the strategic plan
 The Beaconsfield Curriculum is innovative, adaptive, exciting and forward-thinking and reflects our children and the rural area

Annual Target/Goal:
As per the annual implementation plan

Basic Facts assessment results will increase overall by 10%, those students who have been assessed at achieving over 80% will be achieving 100% by the end of the year
 All students working towards their level expectations will progress at least 1 sub-level

<p>What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i></p>	<p>Evidence <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i></p>
<p>84% of those working towards made at least one positive sub-level progression (15/18)</p>	<p>Observations Student Voice Reviews Board Reporting Parent Reporting</p>	<p>Natural progressions differ between children Online testing (First time)</p>	<p>MOE PLD Maths Rob Proffitt White Maths PLD Term 2 Monitor and follow data and trends between assessments Seek MOE and RTL assistance</p>

85% increased their overall % in Basic Facts by 10%	Moderation Assessment Standardised Assessment Half year Data End of Year Data	Lack of MOE support (funds and in-class) for learners who need support Curriculum being new and different/changing Detailed focus on Basic Facts PLD with The Learner First PLD with ALiM	Involve school in clusters where available
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<ul style="list-style-type: none"> • Data collected and reviewed at the end of Term 2 • Parents reported to on progress end Term 2 • Reviewed as a staff what planning documents we are using and how they are complementing our new learning around the new curriculum. • Staff planning a document to share with parents about how they can help at home with Basic facts learning, outlining how the expectations have risen and how they can help with simple games and activities. • Document to share home with parents being developed how they can help at home with Basic facts learning, outlining how the expectations have risen and how they can help with simple games and activities ready to be shared • Vickie, Emma and Hayden have completed their ALiM journey. Hayden and Emma presented their journey and data findings to wider school across South Canterbury. • Hayden to attend a Rob PW day in Christchurch to continue to work out assessment tools around mathematics in the school. • Currently completing EOY testing for parent reports and data trends and plans going forward 		

Evaluation and analysis of the school's students' progress and achievement (required)

Overall Summary and Conclusion

Across the full set of end-of-year 2025 assessment data, a consistent and encouraging picture emerges of a school that is largely achieving **at or above expected curriculum levels**, while also clearly identifying a smaller group of learners who require targeted acceleration. When viewed collectively, Reading, Writing, Mathematics, Basic Facts and STAR data show strong coherence, with patterns of achievement generally aligning across assessments and year levels .

Overall, the majority of students are **working within curriculum expectations**, with a substantial proportion achieving **above or well above expected levels**, particularly in Reading and Writing. Progression over time is evident for many learners, with shifts from “working towards” to “working within” or “above expected” appearing consistently across multiple data sources. This indicates that classroom programmes and intervention strategies are having a positive impact and that learning gains are being sustained rather than isolated to a single assessment tool.

Mathematics data shows a broader spread of achievement, particularly when basic facts and strand-level knowledge are considered alongside overall judgments. While many students demonstrate solid conceptual understanding, automaticity in number knowledge remains more variable. Basic Facts data highlights that a portion of students continue to experience difficulty achieving fluency, which in turn limits performance in more complex mathematical tasks. However, steady improvement across the year suggests that explicit instruction and regular practice are contributing to gradual gains for most learners.

STAR data reinforces these trends, with stanine distributions showing a healthy concentration in the middle to upper ranges, alongside a smaller but persistent group in the lower stanines. Importantly, these lower-performing students are not isolated to one curriculum area; rather, their results tend to align across Reading, Writing and Mathematics. This coherence strengthens confidence in the reliability of the overall judgments and highlights the need for coordinated, cross-curricular support rather than isolated interventions.

A key strength evident across the data is the **consistency of teacher judgments** with standardised assessment tools. End-of-year Overall Teacher Judgements align well with STAR and curriculum-based measures, indicating strong assessment capability and moderation practices across the school. This alignment provides confidence that reported achievement levels accurately reflect student performance and learning needs.

In conclusion, the combined data set indicates that the school is performing well overall, with **most students achieving expected curriculum outcomes and many exceeding them**. The data also clearly identifies priority learners who require continued, targeted support—particularly in foundational skills such as basic facts and literacy acceleration. The next phase of improvement should focus on strengthening early intervention, maintaining high-quality teaching practice, and ensuring that students who begin below expectations experience accelerated progress. With these strategic refinements, the school is well-positioned to further lift achievement and reduce variability across cohorts in future years.

READING:

Summary and Conclusion (End of 2025 Reading Data)

End-of-year 2025 reading data shows that **the majority of students are achieving at expected curriculum levels**, with clear strengths across most year levels and some persistent equity challenges.

Overall, **approximately 72% of students are working *Within* expected curriculum levels, 18% are working *Above Expected*, and 10% are *Working Towards* expectations**. This indicates a generally strong literacy foundation, with nearly **9 in every 10 learners** meeting or exceeding expectations.

Gender

- **Female students** demonstrate higher achievement overall, with **around 24% working *Above Expected*, 68% *Within*, and 8% *Working Towards***.
- **Male students** show a flatter profile, with **approximately 14% *Above Expected*, 74% *Within*, and 12% *Working Towards***.

This reflects a **gender gap at the upper end of achievement**, where boys are less likely to be accelerating into the “Above Expected” category, particularly from Years 5–8.

Ethnicity

- **New Zealand European/Pākehā learners** show strong outcomes overall, with **around 21% *Above Expected* and fewer than 8% *Working Towards***.
- **Māori learners** are predominantly ***Working Within* expectations (approximately 70%)**, with **around 18% *Above Expected* and 12% *Working Towards***. While overall achievement is positive, a **slightly larger tail of underachievement** remains.
- **Indian and Other Ethnic learners** perform strongly, with **over 25% achieving *Above Expected***.

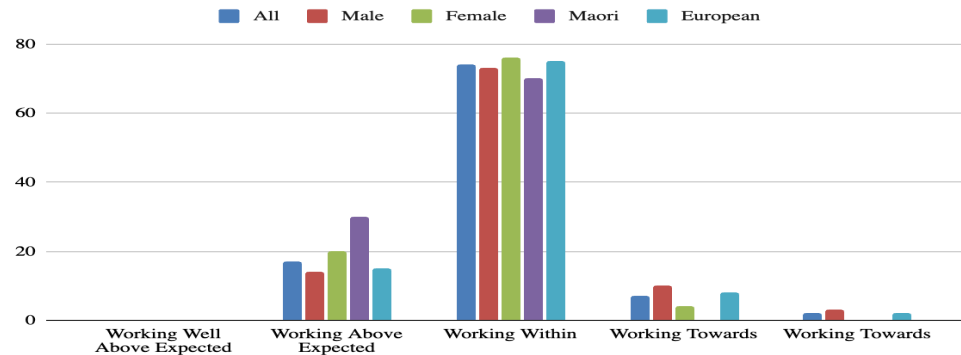
Conclusion

The data shows a **stable and effective reading programme**, with strong baseline achievement across the school. The key challenge moving forward is **lifting the proportion of learners—particularly boys and some Māori students—into the “Above Expected” category**, while reducing the small but consistent group of students Working Towards expectations.

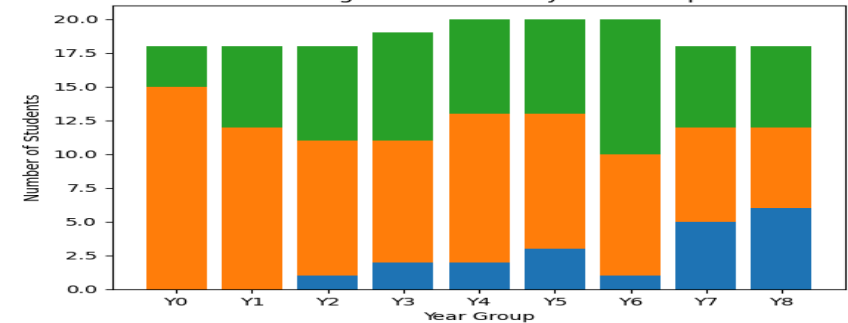
SWOT Analysis

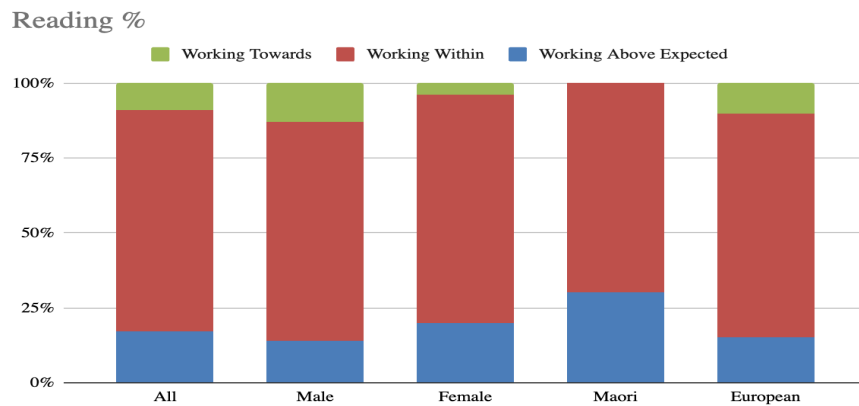
Strengths <ul style="list-style-type: none"> • High overall achievement (≈90% at or above expectation) • Strong performance from diverse ethnic groups • Consistent outcomes across year levels 	Weaknesses <ul style="list-style-type: none"> • Gender disparity at the top end (boys underrepresented Above Expected) • Small but persistent Working Towards cohort • Upper-primary plateau for some learners
Opportunities <ul style="list-style-type: none"> • Targeted acceleration for capable “Within” learners • Culturally responsive literacy strategies for Māori learners • Greater use of student voice and reading engagement strategies 	Threats <ul style="list-style-type: none"> • Engagement decline in Years 6–8, particularly for boys • Risk of complacency due to strong overall results • Increasing curriculum complexity in upper years
Next Steps <ol style="list-style-type: none"> 1. Target boys in Years 4–8 with high-interest, purpose-driven reading programmes. 2. Identify ‘next-step’ learners currently Working Within who are close to Above Expected and provide an opportunity for extension. 3. Strengthen culturally responsive pedagogy, particularly for Māori learners. 4. Increase student ownership through reading goal-setting and choice. 	

Reading %



Reading Achievement by Year Group





WRITING:

Summary and Conclusion (End of Year 2025 Writing)

The End of Year 2025 Writing data shows that **the majority of students are achieving at or above curriculum expectations**, with a strong clustering in the *Working Within* band across all year levels. Overall, approximately **78–82% of students are Working Within**, **10–12% are Working Above Expected**, and **6–10% are Working Towards** expectations. This reflects a generally stable and consistent writing programme across the school.

Female students continue to **outperform male students** in writing achievement. Around **15–18% of girls are Working Above Expected**, compared with approximately **5–7% of boys**. Conversely, boys are **over-represented in the Working Towards category**, particularly from Years 4–8, where close to **70% of all Working Towards learners are male**. This trend aligns with national writing patterns and highlights the need for targeted engagement strategies for boys.

Students identifying as **New Zealand European** make up the largest cohort and generally mirror overall school patterns. **Māori learners** are predominantly Working Within expectations (around **80%**), with a small but positive proportion achieving *Above Expected*, particularly in Years 3–7. However, Māori learners are slightly over-represented in the *Working Towards* category in Years 5–8. **Indian and Other European learners** show strong consistency, with very few students below expectation and several achieving *Above Expected*, particularly in middle and senior years.

Junior classes (Years 0–2) show **very high levels of achievement**, with over **90% Working Within or Above**, indicating strong early writing foundations. Years 3–5 remains largely stable but begins to show **emerging disengagement**, particularly among boys. Years 6–8 display the **widest spread of achievement**, with both the highest concentration of *Above Expected* writers (notably girls) and the largest group of *Working Towards* students, suggesting increasing demands on structure, stamina, and motivation.

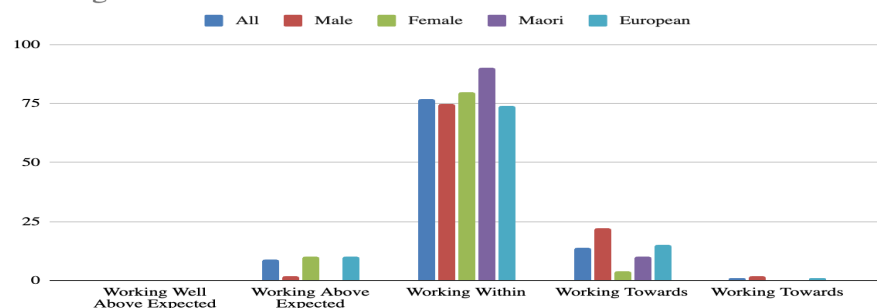
Conclusion

Overall, the data reflects a **healthy and effective writing programme**, with clear strengths in early intervention and consistency. The key challenge moving forward is **reducing disparity**, particularly for boys and some Māori learners in senior years, while continuing to extend high-achieving writers.

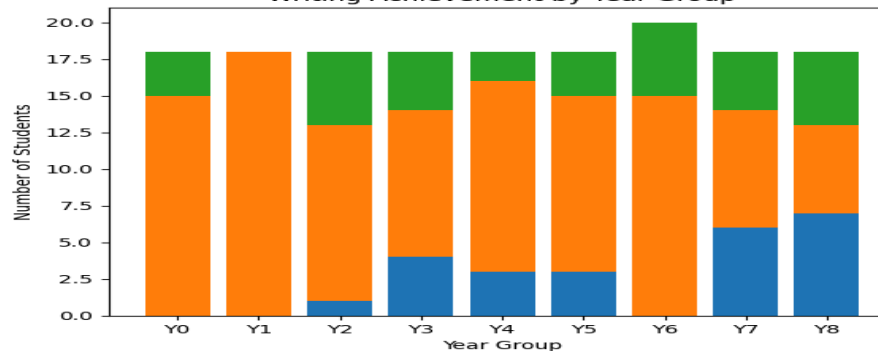
SWOT Analysis

Strengths <ul style="list-style-type: none"> ● Strong early-years writing foundations ● High proportion of students Working Within expectations ● Clear cohort of high-performing writers in Years 6–8 	Weaknesses <ul style="list-style-type: none"> ● Gender disparity, with boys over-represented below expectation ● Drop in engagement and achievement in senior years ● Limited acceleration for students plateauing at “Within”
Opportunities <ul style="list-style-type: none"> ● Targeted boys’ writing programmes and authentic contexts ● Greater use of culturally responsive writing approaches ● Extension pathways for Above Expected writers 	Threats <ul style="list-style-type: none"> ● Writing stamina demands increasing faster than support ● Risk of disengagement in Years 7–8 ● Curriculum crowding limiting writing time
Next Steps <ol style="list-style-type: none"> 1. Targeted acceleration of surface features such as spelling and punctuation for boys in Years 5–8 2. Explicit writing instruction focused on structure, vocabulary, and stamina in senior classes 3. Authentic writing contexts (sport, leadership, local issues) to boost engagement 4. Extension opportunities for consistently high-performing writers 5. Regular progress monitoring each term. 	

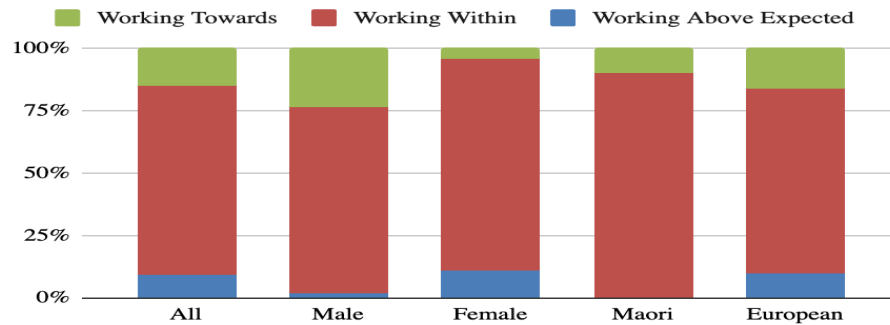
Writing %



Writing Achievement by Year Group



Writing %



MATHS

Summary & Conclusion (EOY 2025 Mathematics)

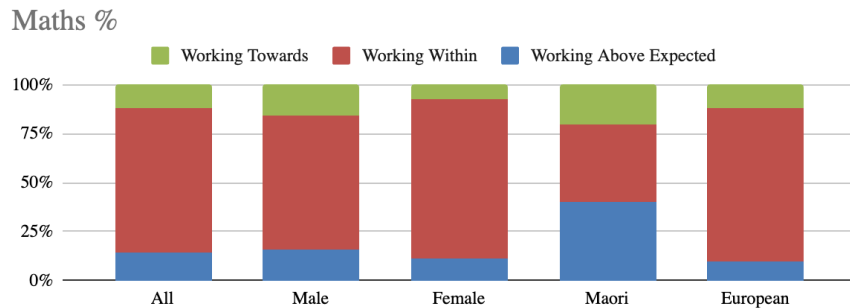
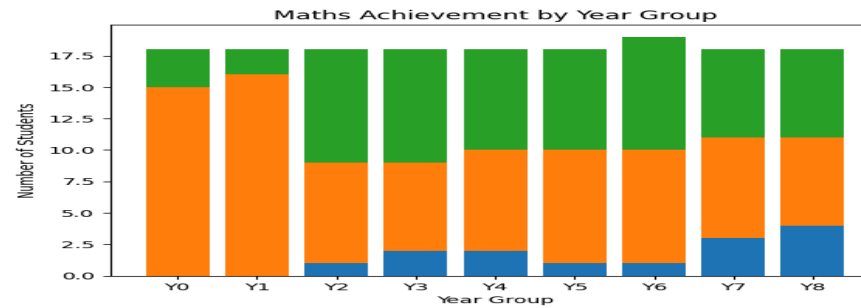
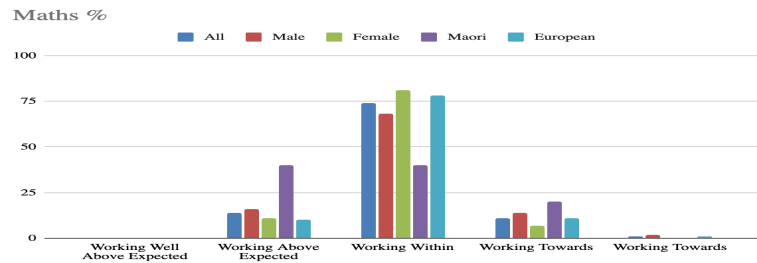
Overall, the large majority of students are achieving at or above expected curriculum levels in Mathematics. Across Years 0–8, approximately 82–85% of students are working “Within” or “Above Expected”, with a smaller group (15–18%) identified as “Working Towards”. This indicates a generally strong and stable mathematics programme, with clear opportunities for targeted acceleration.

- **Girls** show slightly stronger overall outcomes, with approximately **86% working at or above expectation**, and a higher proportion represented in the “**Above Expected**” category, particularly in **Years 3, 6, and 7**.
- **Boys** sit closer to **80–82% at or above expectation**, with a higher concentration in the “**Working Towards**” group, especially from **Years 5–8**. This suggests a growing gender divergence in the upper school that warrants close monitoring.
- **New Zealand European students** form the largest cohort and perform strongly overall, with approximately **85% at or above expected levels**.
- **Māori learners** demonstrate solid achievement in the junior and middle years, with several students achieving **Above Expected**, particularly in **Years 4, 5, and 7**. However, there is a **slightly higher proportion of Māori students working towards expectations in Years 3–6**, indicating a need for earlier acceleration and culturally responsive approaches.
- **Indian and Other European students** generally show **very strong outcomes**, with a higher-than-average proportion achieving **Above Expected**, especially in **Years 2, 3, and 6**.
- **Years 0–2** show very strong foundations, with **over 90% working within or above expectation**.
- **Years 3–4** remain stable, though early signs of divergence appear.
- **Years 5–8** show the greatest spread, with **Working Towards rates increasing to around 20–25%** in some cohorts, indicating a clear need for sustained intervention and challenge at both ends of the spectrum.

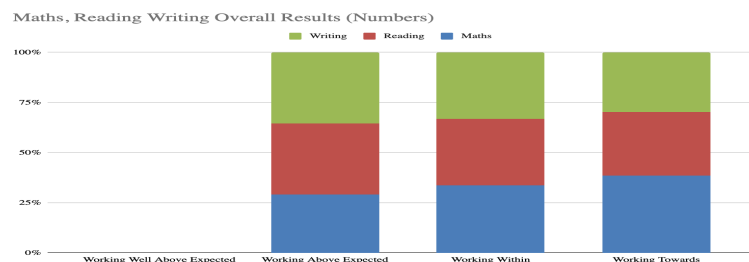
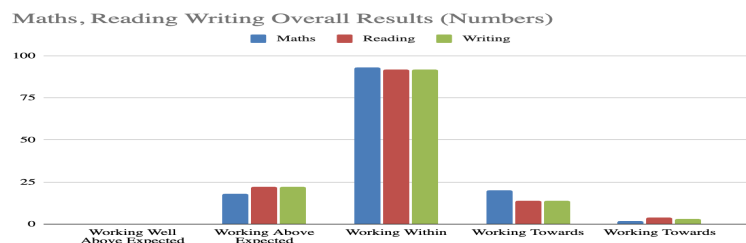
In conclusion, mathematics achievement is a strength of the school. The priority now shifts from broad achievement to **precision acceleration**, equity, and extension—particularly for boys, Māori learners, and students in Years 5–8.

SWOT Analysis

Strengths <ul style="list-style-type: none"> ● Strong overall achievement profile ● High proportion of students working within or above expectation ● Clear evidence of extension and excellence in multiple year levels 	Weaknesses <ul style="list-style-type: none"> ● Increasing “Working Towards” trend in upper school ● Gender gap emerging in Years 5–8 ● Inconsistent acceleration for some Māori learners
Opportunities <ul style="list-style-type: none"> ● Targeted small-group acceleration programmes ● Greater use of rich problem-solving and extension pathways ● Strengthening culturally responsive maths pedagogy 	Threats <ul style="list-style-type: none"> ● Plateauing achievement for capable students without extension ● Entrenchment of underachievement if early intervention is delayed
Next Steps (2026) <ol style="list-style-type: none"> 1. Implement targeted acceleration groups in Years 5–8 boys prioritised. 2. Strengthen extension opportunities for students consistently achieving above expectation. 3. Use termly progress monitoring to track movement. 4. Embed culturally responsive contexts in mathematics teaching. 5. Professional learning focus on upper-school maths pedagogy and differentiation. 	



Combined Data



Basic Facts:

Summary & Conclusion (End of Year 2025)

The End-of-Year 2025 Basic Facts data shows **clear overall progress across the school**, with the most consistent gains evident in **addition and subtraction**, particularly from Years 3–8. Many learners demonstrate strong upward trajectories between T1 and T4, with a significant number of students achieving **high overall percentages (70–90%+)** by the end of the year. This suggests that core number knowledge and basic operations are being effectively taught and reinforced.

Across the Years 5–8, results indicate **increasing confidence and consolidation**, especially in addition and subtraction, with several learners also showing strong mastery in multiplication. Division, however, remains the **least consistent strand**, particularly in Years 0–4 and among some learners in Years 5–6. This aligns with known developmental progressions and indicates where targeted teaching will have the greatest impact.

The data also highlights **wide variability within year levels**, especially in the Years 0–4. Some learners begin the year with very low percentages and make steady gains, while others remain below expected levels by year's end. Encouragingly, a number of learners with initially low entry data show **positive acceleration**, suggesting that interventions and classroom practices are beginning to take effect.

Ethnicity and gender patterns do not indicate systemic underachievement, though individual Māori and priority learners appear in both high-performing and at-risk groups. This reinforces the importance of **individualised tracking and culturally responsive teaching**, rather than broad assumptions.

Overall, the data reflects a school that is **moving in the right direction**, with strong foundations in place. The next phase of improvement should focus on **depth, consistency, and acceleration**, particularly in multiplication and division, while maintaining gains already achieved.

SWOT Analysis

Strengths

- Strong gains in addition and subtraction across most year levels
- High achievement evident in Years 5–8

Weaknesses

- Division remains a key area of inconsistency
- Wide within-class variation, especially in junior years

<ul style="list-style-type: none"> • Clear evidence of individual student acceleration • Robust assessment data enabling precise tracking 	<ul style="list-style-type: none"> • Some learners show plateauing progress across the year
Opportunities <ul style="list-style-type: none"> • Targeted small-group intervention for multiplication/division • Use of rich tasks and problem-solving to deepen understanding • Strengthening teacher moderation and shared practice • Closer alignment to the NZ Curriculum 2025 progressions 	Threats <ul style="list-style-type: none"> • Risk of learners becoming stuck at partial mastery • Curriculum overload reducing time for explicit teaching • Transition points between year levels causing progress dips
Next Steps (2026 Focus) <ol style="list-style-type: none"> 1. Prioritise multiplication and division in Years 2–6 through deliberate teaching sequences. 2. Implement targeted acceleration groups for learners below expected levels. 3. Strengthen progress monitoring each term. 4. Continue building teacher capability in maths progressions and differentiation. 5. Maintain strong practice in addition/subtraction while shifting focus to depth and transfer. 6. Adapt the class programme to meet the needs of the students. 	

Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020). Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional. Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment. The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions. The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Free Text Comment</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Following Policy</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Following Policy</i>
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	<i>Following Policy</i>
How have you enhanced the abilities of individual employees?	<i>PLD</i>
How are you recognising the employment requirements of women?	<i>Policy</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Policy</i>

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

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

Kiwisport funding

Kiwisport funding is used in various ways to enhance the physical participation, skill level and enjoyment of our children

Financial statements (See Separate Document)



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2114

Principal: Hamish Brown

School Address: 40 Guscott Road, RD 2, Timaru 7972

School Phone: 03 686 4819

School Email: officemanager@beaconsfield.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

BEACONSFIELD SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Beaconsfield 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.

Donna Lindsay

Full Name of Presiding Member



Signature of Presiding Member

26 May 2026

Date:

Hamish Brown

Full Name of Principal



Signature of Principal

26 May 2026

Date:

Beaconsfield School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Donna Lindsay	Presiding Member	Co-opted	Sep 2026
Natasha Brown	Presiding Member Parent Representative	Elected Elected	Dec 2025 Sep 2026
Hamish Brown	Principal	ex Officio	
Vickie Elliotte	Staff Representative	Elected	Sep 2028
Matthew Cooper	Parent Representative	Co-opted	Sep 2028
Elizabeth Croft	Parent Representative	Elected	Sep 2026
Nicola Joyce	Parent Representative	Elected	Sep 2028
Jess Bacon	Parent Representative	Elected	Sep 2028

Beaconsfield School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	1,324,331	845,440	1,240,850
Locally Raised Funds	3	110,698	58,725	90,208
Interest		11,979	3,500	18,600
Gain on Sale of Property, Plant and Equipment		-	-	414
Total Revenue		1,447,008	907,665	1,350,072
Expense				
Locally Raised Funds	3	69,085	37,750	46,412
Learning Resources	4	956,595	539,294	938,183
Administration	5	92,329	92,304	86,851
Interest		919	-	1,536
Property	6	312,982	240,872	326,130
Loss on Disposal of Property, Plant and Equipment		524	-	-
Total Expense		1,432,434	910,220	1,399,112
Net Surplus/(Deficit) for the year		14,574	(2,555)	(49,040)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		14,574	(2,555)	(49,040)

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

Beaconsfield School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		295,955	295,955	339,844
Total comprehensive revenue and expense for the year		14,574	(2,555)	(49,040)
Contribution - Furniture and Equipment Grant		-	-	5,151
Distributions to the Ministry of Education	15	(30,000)	-	-
Equity at 31 December		280,529	293,400	295,955
Accumulated comprehensive revenue and expense		280,529	293,400	295,955
Equity at 31 December		280,529	293,400	295,955

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.

Beaconsfield School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	12,469	173,768	166,323
Accounts Receivable	8	114,308	96,684	96,684
GST Receivable		13,000	30,344	30,344
Prepayments		2,834	5,065	5,065
Investments	9	234,127	234,127	234,127
Funds Receivable for Capital Works Projects	15	36,470	-	-
		<u>413,208</u>	<u>539,988</u>	<u>532,543</u>
Current Liabilities				
Accounts Payable	11	161,251	251,356	251,356
Revenue Received in Advance	12	2,109	314	314
Provision for Cyclical Maintenance	13	78,146	76,164	64,086
Finance Lease Liability	14	3,902	7,825	7,825
Funds held for Capital Works Projects	15	7,503	40,551	40,551
		<u>252,911</u>	<u>376,210</u>	<u>364,132</u>
Working Capital Surplus		160,297	163,778	168,411
Non-current Assets				
Property, Plant and Equipment	10	128,588	145,517	150,517
		<u>128,588</u>	<u>145,517</u>	<u>150,517</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	5,576	9,213	16,291
Finance Lease Liability	14	2,780	6,682	6,682
		<u>8,356</u>	<u>15,895</u>	<u>22,973</u>
Net Assets		<u>280,529</u>	<u>293,400</u>	<u>295,955</u>
Equity		<u>280,529</u>	<u>293,400</u>	<u>295,955</u>

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

Beaconsfield School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		282,231	285,632	314,748
Locally Raised Funds		102,863	58,725	93,971
Goods and Services Tax (net)		17,344	-	(34,609)
Payments to Employees		(164,305)	(142,416)	(219,195)
Payments to Suppliers		(207,003)	(197,996)	(173,330)
Interest Paid		(919)	-	(1,536)
Interest Received		12,263	3,500	18,676
Net cash from/(to) Operating Activities		42,474	7,445	(1,275)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		-	-	414
Purchase of Property Plant & Equipment		(8,823)	-	(17,989)
Net cash (to) Investing Activities		(8,823)	-	(17,575)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	5,151
Distributions to the Ministry of Education		(30,000)	-	-
Finance Lease Payments		(5,474)	-	(5,311)
Funds Administered on Behalf of Other Parties		(152,031)	-	59,314
Net cash (to)/from Financing Activities		(187,505)	-	59,154
Net (decrease)/increase in cash and cash equivalents		(153,854)	7,445	40,304
Cash and cash equivalents at the beginning of the year	7	166,323	166,323	126,019
Cash and cash equivalents at the end of the year	7	12,469	173,768	166,323

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

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

Beaconsfield School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

1.1. Reporting Entity

Beaconsfield 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. 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.

1.5. 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.

1.6. Accounts Receivable

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

1.7. Investments

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

1.8. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	3-10 years
Information and Communication Technology	2-5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



1.9. Impairment of property, plant and equipment

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

Non cash generating assets

Property, plant, and equipment 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 as 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.

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.

1.10. 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.

1.11. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.12. Revenue Received in Advance

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

1.13. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.14. Financial Instruments

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

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

1.15. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.16. Budget Figures

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

1.17. Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	311,800	310,440	320,322
Teachers' Salaries Grants	812,214	385,000	700,273
Use of Land and Buildings Grants	200,317	150,000	220,255
	<u>1,324,331</u>	<u>845,440</u>	<u>1,240,850</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	8,995	4,400	1,764
Fees for Extra Curricular Activities	30,642	20,250	22,259
Trading	10,507	-	2,681
Fundraising and Community Grants	16,857	11,000	26,448
Other Revenue	10,282	8,075	11,330
Transport Revenue	33,415	15,000	25,726
	<u>110,698</u>	<u>58,725</u>	<u>90,208</u>
Expense			
Extra Curricular Activities Costs	48,475	24,250	39,831
Trading	1,466	-	188
Fundraising and Community Grant Costs	19,095	13,500	5,032
Other Locally Raised Funds Expenditure	49	-	1,361
	<u>69,085</u>	<u>37,750</u>	<u>46,412</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>41,613</u>	<u>20,975</u>	<u>43,796</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	21,489	46,650	23,478
Information and Communication Technology	3,145	4,600	2,221
Employee Benefits - Salaries	895,591	476,744	870,165
Staff Development	4,409	4,000	4,884
Depreciation	30,355	5,000	36,113
Other Learning Resources	1,606	2,300	1,322
	<u>956,595</u>	<u>539,294</u>	<u>938,183</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	10,254	5,500	8,321
Board Fees and Expenses	4,127	5,940	4,464
Other Administration Expenses	24,867	29,208	23,065
Employee Benefits - Salaries	46,794	45,480	45,012
Insurance	1,630	1,176	1,539
Service Providers, Contractors and Consultancy	4,657	5,000	4,450
	<u>92,329</u>	<u>92,304</u>	<u>86,851</u>



6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	32,948	31,000	31,110
Cyclical Maintenance	3,345	5,000	10,690
Heat, Light and Water	13,486	10,000	13,267
Rates	3,422	2,222	2,884
Repairs and Maintenance	24,802	11,900	12,282
Use of Land and Buildings	200,317	150,000	220,255
Employee Benefits - Salaries	32,289	30,000	33,006
Other Property Expenses	2,373	750	2,636
	312,982	240,872	326,130

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	12,469	173,768	166,323
Cash and cash equivalents for Statement of Cash Flows	12,469	173,768	166,323

Of the \$12,469 Cash and Cash Equivalents and \$234,127 Investments, \$14,999 is subject to restrictions for the following reasons:

- \$1,814 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 12.
- \$12,890 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.
- \$295 of Other Revenue in Advance is held by the School. This is included in Revenue in Advance note 12.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	33,415	25,726	25,726
Receivables from the Ministry of Education	4,770	2,965	2,965
Interest Receivable	516	800	800
Teacher Salaries Grant Receivable	75,607	67,193	67,193
	114,308	96,684	96,684
Receivables from Exchange Transactions	33,931	26,526	26,526
Receivables from Non-Exchange Transactions	80,377	70,158	70,158
	114,308	96,684	96,684

9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	234,127	234,127	234,127
Total Investments	234,127	234,127	234,127



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	87,324	-	-	-	(3,991)	83,333
Furniture and Equipment	14,913	3,810	-	-	(4,129)	14,594
Information and Communication Technology	23,646	4,096	-	-	(13,066)	14,676
Leased Assets	13,800	-	-	-	(7,750)	6,050
Library Resources	10,834	1,044	(524)	-	(1,419)	9,935
	150,517	8,950	(524)	-	(30,355)	128,588

The net carrying value of furniture and equipment held under a finance lease is \$6,050 (2024: \$13,800)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	156,070	(72,737)	83,333	156,070	(68,746)	87,324
Furniture and Equipment	244,218	(229,624)	14,594	240,408	(225,495)	14,913
Information and Communication Technology	187,438	(172,762)	14,676	183,342	(159,696)	23,646
Motor Vehicles	42,991	(42,991)	-	42,990	(42,990)	-
Leased Assets	13,613	(7,563)	6,050	25,283	(11,483)	13,800
Library Resources	43,428	(33,493)	9,935	44,540	(33,706)	10,834
	687,758	(559,170)	128,588	692,633	(542,116)	150,517

11. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	68,298	141,400	141,400
Accruals	9,260	7,321	7,321
Banking Staffing Overuse	-	24,808	24,808
Employee Entitlements - Salaries	82,766	76,602	76,602
Employee Entitlements - Leave Accrual	927	1,225	1,225
	161,251	251,356	251,356
Payables for Exchange Transactions	161,251	251,356	251,356
	161,251	251,356	251,356

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	1,814	-	-
Other Revenue in Advance	295	314	314
	2,109	314	314



13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	80,377	80,377	69,687
Increase/(decrease) to the Provision During the Year	3,345	5,000	10,690
Provision at the End of the Year	<u>83,722</u>	<u>85,377</u>	<u>80,377</u>
Cyclical Maintenance - Current	78,146	76,164	64,086
Cyclical Maintenance - Non current	5,576	9,213	16,291
	<u>83,722</u>	<u>85,377</u>	<u>80,377</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	4,296	8,744	8,744
Later than One Year	2,864	7,160	7,160
Future Finance Charges	(478)	(1,397)	(1,397)
	<u>6,682</u>	<u>14,507</u>	<u>14,507</u>
Represented by:			
Finance lease liability - Current	3,902	7,825	7,825
Finance lease liability - Non current	2,780	6,682	6,682
	<u>6,682</u>	<u>14,507</u>	<u>14,507</u>

15. Funds Held for Capital Works Projects

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

2025	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Special Needs - USB Upgrade - 230521	22,668	-	(15,987)	-	6,681
Deck and Verandah Project - 232170	17,883	-	(84,353)	30,000	(36,470)
Heat Pump replacements Block 10 - 254998	-	8,622	(7,800)	-	822
Totals	<u>40,551</u>	<u>8,622</u>	<u>(108,140)</u>	<u>30,000</u>	<u>(28,967)</u>

Represented by:

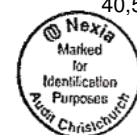
Funds Held on Behalf of the Ministry of Education	7,503
Funds Receivable from the Ministry of Education	(36,470)

The school's deck and verandah project's estimated costs exceeded the Ministry funding for the project by \$30,000, therefore, the Board sought and received approval to contribute an amount up to \$30,000. This contribution will be funded from historical surpluses. At year-end, the full \$30,000 contribution is indicated and has been included as a distribution to the Ministry of Education via a distribution of equity.

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Special Needs - USB Upgrade - 230521	91,607	-	(68,939)	-	22,668
Replacement Heat Pumps Block 1,2,3,9 & 10 -242000	6,460	-	(6,460)	-	-
Deck and Verandah Project - 232170	-	214,947	(197,064)	-	17,883
Totals	<u>98,067</u>	<u>214,947</u>	<u>(272,463)</u>	<u>-</u>	<u>40,551</u>

Represented by:

Funds Held on Behalf of the Ministry of Education



40,551

16. 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.

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	2,251	3,258
<i>Leadership Team</i>		
Remuneration	265,970	251,726
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	268,221	254,984

There are 7 members of the Board excluding the Principal. The Board had held 5 full meetings of the Board in the year. The Board also has Finance and Property that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	0-0	0-0

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 -110	1.00	2.00
110 -120	2.00	-
	3.00	2.00

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

18. Compensation and Other Benefits Upon Leaving

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

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



19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$7,518 (2024:\$113,719) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Heat Pump replacements Block 10 - 254998	822
Deck and Verandah Project - 232170	6,696
Total	7,518

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

As at 31 December 2025 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2024: nil)

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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	12,469	173,768	166,323
Receivables	114,308	96,684	96,684
Investments - Term Deposits	234,127	234,127	234,127
Total financial assets measured at amortised cost	<u>360,904</u>	<u>504,579</u>	<u>497,134</u>

Financial liabilities measured at amortised cost

Payables	161,251	251,356	251,356
Finance Leases	6,682	14,507	14,507
Total financial liabilities measured at amortised cost	<u>167,933</u>	<u>265,863</u>	<u>265,863</u>

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF *BEACONSFIELD SCHOOL'S* FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Beaconsfield School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on pages 3 to 17, 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 26 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

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

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.



Sam Naylor

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand