

# NGA TAWA DIOCESAN SCHOOL

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

### School Directory

**Ministry Number:** 196  
**Principal:** Lesley Carter  
**School Address:** 164 Calico Line, Marton  
**School Postal Address:** Private Bag 1101, Marton 4741, New Zealand  
**School Phone:** +64 6 327 6429  
**School Email:** info@ngatawa.school.nz  
**Accountant / Service Provider:** Openbook Solutions Limited

### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Heidi Hitchman	Presiding Member	Appointed	September 2028
Lesley Carter	Principal	ex Officio	
Jacinda Younger	Parent Representative	Elected	September 2028
Rachel Lane	Parent Representative	Appointed	September 2028
Philip Higgin	Parent Representative	Appointed	September 2028
Jenny Robinson	Parent Representative	Elected	April 2026
Andrea Whiteman	Parent Representative	Elected	April 2026
Craig Taylor	Parent Representative	Elected	September 2025
Angela Storey	Parent Representative	Elected	September 2025
Scott Oliver	Proprietors Representative	Appointed	June 2026
Mark Chamberlain	Proprietors Representative	Appointed	June 2026
Heather Gee Taylor	Proprietors Representative	Appointed	June 2026
Ashley Holland	Staff Representative	Elected	September 2028
Scarlet Robinson	Student Representative	Elected	September 2026
Anya Sewell	Student Representative	Elected	September 2025

# NGA TAWA DIOCESAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Nga Tawa Diocesan 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.

Heidi Hitchman  
Full Name of Presiding Member

  
Signature of Presiding Member

29/05/2026  
Date

Lesley Carter  
Full Name of Principal

  
Signature of Principal

28/5/2026  
Date

**Nga Tawa Diocesan School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	3,178,410	2,585,982	3,026,536
Locally Raised Funds	3	278,369	504,106	448,935
Use of Proprietor's Land and Buildings		274,843	258,030	258,030
Interest		1,216	2,500	2,126
<b>Total Revenue</b>		<b>3,732,838</b>	<b>3,350,618</b>	<b>3,735,627</b>
<b>Expense</b>				
Locally Raised Funds	3	67,501	117,102	83,427
Learning Resources	4	2,884,512	2,583,722	2,984,238
Administration	5	174,628	160,152	140,211
Interest		1,548	1,000	1,919
Property	6	535,419	502,530	523,249
Loss on Disposal of Property, Plant and Equipment		955	0	215
<b>Total Expense</b>		<b>3,664,563</b>	<b>3,364,506</b>	<b>3,733,259</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>68,275</b>	<b>(13,888)</b>	<b>2,368</b>
Other Comprehensive Revenue and Expense		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>68,275</b>	<b>(13,888)</b>	<b>2,368</b>

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



**Nga Tawa Diocesan School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		87,133	87,133	53,918
Total comprehensive revenue and expense for the year		68,275	(13,888)	2,368
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		37,225	0	30,847
<b>Equity at 31 December</b>		192,633	73,245	87,133
Accumulated comprehensive revenue and expense		192,633	73,245	87,133
<b>Equity at 31 December</b>		192,633	73,245	87,133

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.



# Nga Tawa Diocesan School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	382,215	43,388	21,858
Accounts Receivable	8	370,343	385,000	405,572
GST Receivable		0	5,000	5,145
Prepayments		14,736	10,000	13,534
		<u>767,294</u>	<u>443,388</u>	<u>446,109</u>
<b>Current Liabilities</b>				
GST Payable		3,625	0	0
Accounts Payable	10	273,882	275,000	298,133
Revenue Received in Advance	11	321,819	120,000	97,506
Finance Lease Liability	13	8,627	8,627	10,531
		<u>607,953</u>	<u>403,627</u>	<u>406,170</u>
<b>Working Capital Surplus/(Deficit)</b>		159,341	39,761	39,939
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	123,697	119,454	129,652
		<u>123,697</u>	<u>119,454</u>	<u>129,652</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	84,174	79,739	73,739
Finance Lease Liability	13	6,231	6,231	8,719
		<u>90,405</u>	<u>85,970</u>	<u>82,458</u>
<b>Net Assets</b>		<u>192,633</u>	<u>73,245</u>	<u>87,133</u>
<b>Equity</b>		<u>192,633</u>	<u>73,245</u>	<u>87,133</u>

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



**Nga Tawa Diocesan School**  
**Statement of Cash Flows**  
For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		779,912	685,983	702,260
Locally Raised Funds		160,862	375,582	294,133
International Students		382,598	149,241	128,515
Goods and Services Tax (net)		8,770	145	(2,280)
Payments to Employees		(540,869)	(635,000)	(696,175)
Payments to Suppliers		(436,020)	(525,341)	(458,975)
Interest Paid		(1,548)	0	(1,919)
Interest Received		1,216	2,500	2,126
Net cash from/(to) Operating Activities		354,921	53,110	(32,315)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(23,969)	(25,802)	(36,206)
Net cash from/(to) Investing Activities		(23,969)	(25,802)	(36,206)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		37,225	0	30,847
Finance Lease Payments		(7,820)	(5,778)	(5,075)
Net cash from/(to) Financing Activities		29,405	(5,778)	25,772
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>360,357</b>	<b>21,530</b>	<b>(42,749)</b>
Cash and cash equivalents at the beginning of the year	7	21,858	21,858	64,607
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>382,215</b>	<b>43,388</b>	<b>21,858</b>

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

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



# Nga Tawa Diocesan School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Nga Tawa Diocesan School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

The School recognises its obligation to maintain the Proprietor'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 12.

###### **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 9.

###### **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 13. Future operating lease commitments are disclosed in note 18.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

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

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

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

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

#### **Interest Revenue**

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

### **d) Finance Lease Payments**

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

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

### **g) Property, Plant and Equipment**

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

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

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



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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Board-owned Buildings	50 years
Furniture and Equipment	5–20 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing Value

**h) Impairment of property, plant, and equipment**

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

*Non cash generating assets*

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

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

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.

**i) 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.

**j) 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, 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.

**k) Revenue Received in Advance**

Revenue received in advance relates to fees received from international 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 or grants are earned.



**l) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites in a state of good order and repair.

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

The School carries out painting maintenance of the whole School over a 13 to 17 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.

**m) Financial Instruments**

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets 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.

**n) 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.

**o) Budget Figures**

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

**p) 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	761,791	685,982	690,795
Teachers' Salaries Grants	2,353,040	1,900,000	2,312,824
Other Government Grants	63,579	0	22,917
	3,178,410	2,585,982	3,026,536

**3. Locally Raised Funds**

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	69,664	254,865	182,754
Fees for Extra Curricular Activities	50,420	100,000	76,233
International Student Fees	158,285	149,241	189,948
	278,369	504,106	448,935
<b>Expenses</b>			
Extra Curricular Activities Costs	50,420	100,000	76,394
International Student - Other Expenses	17,081	17,102	7,033
	67,501	117,102	83,427
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	210,868	387,004	365,508

**4. Learning Resources**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	92,101	124,722	98,500
Information and Communication Technology	18,707	30,000	17,084
Employee Benefits - Salaries	2,732,186	2,383,000	2,824,243
Staff Development	4,348	5,000	7,298
Depreciation	36,802	36,000	37,113
Other Learning Resources	368	5,000	0
	2,884,512	2,583,722	2,984,238



**5. Administration**

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	\$	\$	\$
Audit Fees	15,379	8,000	11,912
Board Fees and Expenses	5,906	5,000	3,911
Legal Fees	12,939	500	0
Other Administration Expenses	46,897	44,652	34,901
Employee Benefits - Salaries	71,507	80,000	71,487
Insurance	12,000	12,000	8,000
Service Providers, Contractors and Consultancy	10,000	10,000	10,000
	174,628	160,152	140,211

**6. Property**

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	\$	\$	\$
Consultancy and Contract Services	91,004	90,000	100,000
Cyclical Maintenance	10,435	6,000	11,337
Heat, Light and Water	75,290	66,000	74,965
Repairs and Maintenance	5,000	6,500	3,500
Use of Land and Buildings	274,843	258,030	258,030
Employee Benefits - Salaries	74,847	72,000	71,417
Other Property Expenses	4,000	4,000	4,000
	535,419	502,530	523,249

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

**7. Cash and Cash Equivalents**

	<b>2025 Actual</b>	<b>2025 Budget (Unaudited)</b>	<b>2024 Actual</b>
	\$	\$	\$
Bank Accounts	382,215	43,388	21,858
Cash and cash equivalents for Statement of Cash Flows	382,215	43,388	21,858

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

Of the \$382,215 Cash and Cash Equivalents \$321,819 is subject to restrictions for the following reasons:

- \$321,819 of international student fees relating to the 2026 school year have been collected by the school. This is included in Revenue in Advance in note 11.



## 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	19,008	35,000	741
Receivables - Diocesan Trust Board (Grant)	112,000	120,000	172,000
Receivables from the Ministry of Education	27,754	20,000	5,238
Teacher Salaries Grant Receivable	211,581	210,000	227,593
	<u>370,343</u>	<u>385,000</u>	<u>405,572</u>
Receivables from Exchange Transactions	19,008	35,000	741
Receivables from Non-Exchange Transactions	351,335	350,000	404,831
	<u>370,343</u>	<u>385,000</u>	<u>405,572</u>

## 9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	27,994	0	0	0	(658)	27,336
Furniture and Equipment	44,969	5,037	(955)	0	(9,794)	39,256
Information and Communication	20,828	14,612	0	0	(10,600)	24,840
Leased Assets	18,765	6,877	0	0	(11,175)	14,468
Library Resources	17,096	5,276	0	0	(4,575)	17,797
	<u>129,652</u>	<u>31,802</u>	<u>(955)</u>	<u>0</u>	<u>(36,802)</u>	<u>123,697</u>

The net carrying value of furniture and equipment held under a finance lease is \$14,468 (2024: \$18,765)

### 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
	\$	\$	\$	\$	\$	\$
Buildings	32,918	(5,582)	27,336	32,918	(4,924)	27,994
Furniture and Equipment	526,979	(487,723)	39,256	530,855	(485,886)	44,969
Information and Communication	228,441	(203,601)	24,840	222,480	(201,652)	20,828
Motor Vehicles	19,556	(19,556)	0	19,556	(19,556)	0
Leased Assets	32,884	(18,416)	14,468	37,637	(18,872)	18,765
Library Resources	82,097	(64,300)	17,797	76,821	(59,725)	17,096
	<u>922,875</u>	<u>(799,178)</u>	<u>123,697</u>	<u>920,267</u>	<u>(790,615)</u>	<u>129,652</u>



**10. Accounts Payable**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	5,480	10,000	4,240
Accruals	25,360	20,000	14,702
Diocesan Trust Board	2,016	5,000	1,766
Banking Staffing Overuse	0	0	12,000
Employee Entitlements - Salaries	215,740	215,000	240,303
Employee Entitlements - Leave Accrual	25,286	25,000	25,122
	<u>273,882</u>	<u>275,000</u>	<u>298,133</u>
Payables for Exchange Transactions	273,882	275,000	298,133
	<u>273,882</u>	<u>275,000</u>	<u>298,133</u>

The carrying value of payables approximates their fair value.

**11. Revenue Received in Advance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
International Student Fees in Advance - Current	321,819	120,000	97,506
	<u>321,819</u>	<u>120,000</u>	<u>97,506</u>

**12. Provision for Cyclical Maintenance**

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	73,739	73,739	62,402
Increase/(decrease) to the Provision During the Year	10,435	6,000	11,337
Use of the Provision During the Year	0	0	0
Provision at the End of the Year	<u>84,174</u>	<u>79,739</u>	<u>73,739</u>
Cyclical Maintenance - Current	0	0	0
Cyclical Maintenance - Non current	84,174	79,739	73,739
	<u>84,174</u>	<u>79,739</u>	<u>73,739</u>

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



### 13. 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	9,594	9,594	12,182
Later than One Year	6,812	6,812	9,911
Future Finance Charges	(1,548)	(1,548)	(2,843)
	14,858	14,858	19,250
<b>Represented by</b>			
Finance lease liability - Current	8,627	8,627	10,531
Finance lease liability - Non current	6,231	6,231	8,719
	14,858	14,858	19,250

### 14. Related Party Transactions

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

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

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

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

The School has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration and payroll, the amount paid during the year was \$165,888 (2024: \$165,025).

Funds were received from the Proprietor for Activity Fees and Curriculum collected on behalf of the Board, and Grants were provided for the operation of the School totalling \$118,301 (2024: \$284,164).

During the year the five House Deans, who are teachers employed by the BoT received a small allowance from the Proprietor to cover Dean duties from a boarding perspective. The Principal and International Dean were also employed by the Proprietor as Boarding Managers.

Under an agency agreement, the School collects funds on behalf of the Proprietor and vice versa. The amounts collected in total were \$1,886 (2024: \$2,510). The amounts paid include international students and boarding bursary totalling \$1,021,893 (2024: \$333,256). These do not represent revenue in the financial statements of the School. Any balance not transferred at the year end is treated as a liability or asset. The total funds held by the School on behalf of the proprietor are \$nil, (2024: \$nil), total funds owing by the School to the proprietor are \$2,016 (2024: \$1,766).



## 15. 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	4,025	3,310
<i>Leadership Team</i>		
Remuneration	299,093	288,392
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	303,118	291,702

There are 11 members of the Board excluding the Principal. The Board has held 6 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 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0	0
Termination Benefits	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	6	5
110 - 120	7	4
120 - 130	3	4
130 - 140	1	0
	17	13

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

## 16. Compensation and Other Benefits Upon Leaving

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

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



## 17. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

## 18. Commitments

### (a) Capital Commitments

There were no capital commitments as at 31 December 2025 (2024: \$nil).

### (b) Operating Commitments

There were no operating commitments as at 31 December 2025 (2024: \$nil).

## 19. 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	382,215	43,388	21,858
Receivables	370,343	385,000	405,572
Total financial assets measured at amortised cost	<u>752,558</u>	<u>428,388</u>	<u>427,430</u>

### Financial liabilities measured at amortised cost

Payables	273,882	275,000	298,133
Finance Leases	14,858	14,858	19,250
Total financial liabilities measured at amortised cost	<u>288,740</u>	<u>289,858</u>	<u>317,383</u>

## 20. Events After Balance Date

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





## Annual Plan Variance 2025

### Annual Objective 1:

We strive for an authentic expression of te ao Māori

### Annual Target:

To continue grow the efficacy of staff and students of te reo Māori and tikanga to support the understanding and authentic expression of te ao Māori

### Action:

To strengthen tikanga and reo Māori to express te ao Māori

2025 we experienced disruption in our provision of a te reo Māori programme due to health issues of the staff member leading the programme. Hence some of our indicators of progress were not attained. We were fortunate in being able to appoint a part time teacher midway through 2025 to support the academic programme. We were delighted that three of our Year 13 students graduated with Level 3 te reo Māori ,each was presented with a pounamu pendant in our final prize giving ceremony.

Academic staff are encouraged where appropriate to utilise te reo Māori particularly to begin teaching time with a karakia and to end the teaching day. Staff professional development on Monday morning begins with the karakia and the conclusion of our weekly assembly. Staff are confident with our karakia which begins the week.

We have worked to ensure that our community have their names pronounced correctly and to ensure that they are confident members of our community who see their culture reflected in our teaching and learning and visually throughout the school.

We sought feedback from ākonga Māori in relation to our practice and school culture. Staff professional learning groups investigated the implementation of suggested improvement. One such, included the appointment of a new member of the prefect team with responsibility for cultural and global awareness.

We continue to strengthen our ties with Ngā Wairiki Ngāti Apa, through pōwhiri and hikoi also utilisation of an iwi curriculum in teaching programmes looking at business models ,literature and art forms.

The kapa haka rōpū continued to grow in number throughout the year and the kapa became more confident in waiata and wider teaching and learning regarding te ao Māori an example caring for and cultural practices around the growing harvesting and use of flax

With the appointment of a permanent teacher of te reo Māori for the 2026 academic year ensures certainty of the programme from Year 9-13.

### **Annual Objective 2:**

Strengthening academic outcomes to support success across the curriculum.

### **Annual Target:**

To sustain student's competency in Literacy and Numeracy and Level 1 academic success in national assessment

### **Action:**

Continue to support greater outcomes in Numeracy & Literacy from junior school upwards

Timetable structural change to create additional academic time an increase in timetabled lesson allowance for Year 9 and 10 English and Mathematics from 5 x 75 minutes (2023) to 6 x 75 minutes (2024) to 6.5 x 75mins per 10-day cycle

Facilitating the support of learners by our junior specialists in literacy and numeracy. The iDeal programme was implemented. This is an evidence-based Structured Literacy framework developed by Learning MATTERS, a New Zealand education organization. It is designed to improve literacy outcomes by providing educators with the tools, resources, and assessments needed to teach reading, spelling, and writing in an explicit, systematic, and cumulative way. [Learning Matters iDeaL Programme Summary.docx](#)

A structured literacy programme was implemented 20-25 minutes of explicit literacy teaching each 75-minute period of English in Year 9. Oral assessment was implemented to determine reading fluency .

Grouping was fluid supporting differentiation and movement of students as their needs determined. Students with specific learning needs and priority learners were identified and, in some cases, additional tutor support was allocated. Students assessed as below expected curriculum level for literacy and numeracy were also identified and tracked as the year progressed. Some were given extra literacy support and reading in the form of reading independently with staff (outside of the classroom).

Whilst literacy and numeracy is traditionally seen to be the responsibility of the Mathematics and English department, recognition of a school wide approach was emphasised supported by regular whole staff Professional Development to focus on shared common strategies that enabling every curriculum department to promote skills e.g. vocabulary, punctuation, with a consistent approach across departments

e-asTTle, adaptive PAT and oral reading scores and an end of year examination were used as a measurement of added value and increased student confidence

In Year 9 English 100% of students achieved in the Reading Responses, the Writing Portfolio and the Inquiry. In terms of Excellences, there was a clear increase in Excellences across all assessment areas. The Reading Aloud strategy for the students not at expected curriculum level was successful, both for confidence in speaking in the classroom environment, and for reading fluency. There has been noted improvements for almost all the students in the reading fluency test after their November 2025 re-test. Both Punctuation and Grammar and Vocabulary PAT testing were extremely pleasing, with most students improving, some jumping 3 or more stanines.

A selected group of year 9 students achieved both reading and writing in the CAA examinations our excellent results in this area are evident with the 100% and 97% success rates in the CAAs. We have an embedded structured literacy programme in place currently, 2026 will see a refocus on essay skills, punctuation and grammar, and Unfamiliar Text strategies

In Year 10 our excellent results in this area are evident with the 100% Reading and 97% Writing success rates in the CAAs. We have an embedded structured literacy programme in place currently, 2026 will see a refocus on essay skills, punctuation and grammar, and Unfamiliar Text strategies

The English department acknowledges the need to continue the wrap around support and identified priority learners would benefit from extra literacy and/or one-on-one support as they have had this year.

Year 9 and 10 mathematics with class tests usually having outcomes 70-80% M/E Small classes make a huge difference in Maths, as well as getting students to attend flexitime regularly, and from early in the year. Numeracy testing attainment does not equate with being numerate and there is an emphasis weaving together” strands to solve complex problems to ensure student can transfer skills and thinking to real life scenarios

Again as with literacy a school wide approach was emphasised supported by regular whole staff PD to focus on shared common strategies cross-curricular that enabling every subject to promote number skills.

The Ministry provided Maths Acceleration Programme (MAP), whilst including up to Year 10 was not deemed to be advantageous. Nga Tawa's junior mathematics programme was planned and resourced by our own Junior Mathematics specialist teacher .

94% of Y10s pass their CAA attesting to the efficacy of the strategies employed, in the junior school.

### **Action**

Consolidation of NCEA Level 1 change programme

Nga Tawa's NCEA results at Level 1 100% attainment and levels of endorsement significantly higher than the nation average and in comparison, with schools within our equity band.

In support of this attainment was attention given to the Review and Maintenance Programme and Implementing the changes in 1.3 and 1.4 for Level 1

We worked on increasing the level of consistency in external moderation of Level 1 Standards. Nga Tawa's NZQA external moderation summary received 12/02/2026 states Nga Tawa meets the majority of the national external moderation requirements for 2025. This outcome tempered by a background of experiencing content changes within many curriculum areas and variable provision of assessment exemplars

### **Action**

Collaborate as a whole staff to increase staff confidence in the support of priority learners

Priority learners continue to have their learning needs highlighted and support plans constructed by our SENCO implemented. We began a pilot wraparound ecological model in 2026 to strengthen our understanding of academic and pastoral needs to support the success of students across our whole school environment. A pilot with 5 students with additional learning needs began in February 2026 and it is hoped the learning from this will allow the model to be extended to other students as identified with learning needs.

### **Annual Objective 3:**

Strengthening Whanaungatanga

### **Annual Target:**

Growing whanaungatanga through events and developing a culture of leadership

### **Action**

Developing schoolwide student leadership framework within the context of our Special Character

We have begun this to identify components that contribute to this overall goal which is ongoing into the 2026 year using understanding gained from

- Year level Deans provided understanding of leadership expectations at each year level

- Lead teacher of te reo Māori to gain understanding of Māori models of leadership and how these can be woven throughout the framework
- Leadership workshop with staff to gain insights into what they viewed as positive and negative leadership attributes
- Conducting research on leadership in a school setting; other leadership frameworks; leadership through means other than given roles (this is the biggest component that is ongoing)
- Running trial workshops with Yr 12 and 13 around self-awareness and leadership specific to individual personality

Enabling the structuring of a draft outline of leadership focus at each level

Yr 9 – Leading self

Yr 10 – Self-awareness; Impact of self on others (mainly peers)

Yr 11 – Accountability of peers and holding others responsible (being able to work in teams effectively)

Yr 12 – Leading juniors

Yr 13 – Leadership through role modelling/recognition of different leadership styles working together

In addition, Nga Tawa offered a workshop to Year 13 students, which focused on personality and leadership potential. The workshop broadly looked at groups of people with similar personality traits, how they interact with others and leadership potential.

Following this workshop, we offered a more personalised coaching session led by a qualified psychologist that was tailored to support an individual in enhancing their self-awareness, confidence and future direction. Whether students are facing challenges in reaching their goals, or feeling lost as to the direction they would like to take, these sessions helped students understand their own leadership style and develop strategies to communicate their potential effectively in interview settings. Through guided self-reflection, students gained greater confidence in presenting themselves authentically and professionally.

Reflection determined that workshops in 2026 will be targeted at year 12 as year 13 had mostly determined their pathway.

As well as an individualised exploration into the results of a psychometric tool used to highlight strengths and development areas. Identifying individual goals and how their results may fit into these. Practical strategies on how to move towards set goals. Developing essential skills needed for future endeavours and job interviews

This is a project that will resume once our school psychologist returns from parental leave.

## **Action**

Whanaungatanga - Building connections

Successes

- New entrant whānau hosted after athletics. PFA event at PFA Chair 's home for the rest of the school whānau

- 2001-2005 Old Girls tour of school and invited to Sunday brunch
- Using social media effectively to reach wider Nga Tawa community. Facebook Instagram and Old Girls' Facebook page followers have increased maintaining links to the current school community
- International numbers have increased and the new international team is focussed on building connection to our existing community
- Nga Tawa has a change of our chaplaincy team, and we are establishing renewed interest in youth group and revisited links to wider Anglican community .

Lesley Carter

19/02/2026

# Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Nga Tawa Diocesan School Board of Trustees:

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



# Nga Tawa Diocesan School Kiwisport Statement as at 31 December 2025

Kiwisport is a Government funding initiative to support students' participation in and accessibility to organised sport. In 2025, the school received \$ 4991 (excluding GST). The funding was spent on funding a sport co-ordinator to assist in the coordination of all sport.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF NGA TAWA DIOCESAN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Nga Tawa Diocesan School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of BDO Manawatu Audit Limited, to carry out the audit of the financial statements of the School on pages 2 to 16, 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 31 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 arises 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 including the Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

### Independence

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

In addition to the audit, we are responsible for the audit of the Proprietor, the Nga Tawa Diocesan School Trust Board. This audit is compatible with the independence requirements. Other than this audit and the audit of the Proprietor, we have no relationship with, or interests in the School.



Vivien Cotton  
BDO Manawatu Audit Limited  
On behalf of the Auditor-General  
Palmerston North, New Zealand