

HOROWHENUA COLLEGE ANNUAL REPORT

For the year: 2025

MOE Number: 0236

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1 Principal and Board Presiding Member's Report

At Horowhenua college we grow our students alongside 4 pillars - academic, sports, culture and service. Many highlights have been achieved throughout the year under all of these pillars.

Academic achievement is our core business and is our day to day focus. Significant changes to the NZ curriculum have taken place and continue to take place, and new curriculum documents are in the process of being released. These documents represent the most significant changes in New Zealand education in a generation so I applaud our students for engaging with these changes, and I extend my gratitude to our amazing staff who are in the process of unpacking these new documents and developing robust learning programmes for our students.

Our quiz team won the Jimmy Carter quiz competition for the first time this year. This followed a number of second places in recent years, so bringing the trophy back to NUA was widely celebrated.

Another first for our college was winning the regional Secondary Schools Golf competition. This cup has a long history yet 2025 is the first time Horowhenua College has been engraved on it.

Yet another first for our college was our girls 1st XV Rugby Tour. This saw our girls travel on a tour around the central North Island enjoying rugby and establishing lifelong memories.

Our Director of Sport started at the beginning of this year. One of his first initiatives was to introduce a sports pass. For \$60, a student can play as many sports as they want to for that year. This has significantly decreased the cost of playing sport and has significantly increased the number of students playing sports. In fact, the participation rate in sports at our college this year is the highest it's been in the last 10 years. Thank you to our Board for financially supporting this initiative.

For Term 2 of 2025 I was privileged to be able to take a sabbatical. The focus of my sabbatical was to look at trauma informed practice. This is well established in UK schools and I was able to visit a number of them across England and Wales to see how trauma informed practice was meeting the needs of their students. This confirmed the direction we are heading in as a college as we work to recognise the increasingly complex needs of some of our students, and learn how to respond to them in the most appropriate and supportive way.

Six new classrooms were provided by the Ministry of Education and delivered to our college over the last 18 months. This has been in response to our growing role and the lack of classrooms we were experiencing. These 6 classrooms are behind the hall where North Block used to be and are now the centre of mathematics at our college.

The Kava Bowl returned to NUA again this year. This trophy is the coveted prize for best cultural performance at Pasifika Fusion. Lototaha were outstanding and we are very proud to have the Kava bowl back in Levin.

Every day lunches are provided for our students. Our catering team produces about 1600 lunches a day - about 1000 for our students and about 600 for two local primary schools. Every day we have no lunches left over - zero waste, and this is a sign of how much our students enjoy and look forward to lunch everyday.

Overseas trips are being developed as a way of providing opportunities to push our students outside of their comfort zone. This year a group of students visited Japan for a language and culture experience, and a group of students and staff will visit Fiji again next year. This trip will also have a focus on culture. These trips grow our students in unique ways and help them think outside their own boundaries and develop a robust world mindset.

From a Board perspective, the year has also been a busy one. At every board meeting we discuss learning and teaching. We continue to track students' progress across a year. It was great to see improved results in the 2025 academic year but we realise there is still more that can be done. In 2025 we invested in PAROT, a programme which allows teachers to track across multiple dimensions, the academic progress of their students. We are looking forward to seeing sustained improvements in student achievement as learning and tracking is more targeted, particularly for our year 9 and 10 students. This was something we flagged to the Education Review Office when they visited late in 2025, and they concur that this, and continuing to improve attendance, are the priorities for our school in 2026.

In 2025 the Ministry of Education required the school to implement an Enrolment Zone in order to manage overcrowding at the school. The board felt it was important to enable siblings to come, so allocated an additional 50 places. This seems to have worked well for our whanau while still enabling the roll to drop to manageable levels. 2025 saw further development of the school campus, and we are very grateful to our campus manager Jono Johnson for this leadership in the area. In 2025 we received two more classrooms from the Ministry and the Board has financially supported the development of offices for the maths staff. Campus renovation and the implementation of the enrolment scheme has reduced the pressure on teaching spaces. We are delighted that improvements to the catering kitchen have been completed and that the facility is functioning so well. The Board also made the decision to develop a uniform shop at the school. Recognising this is a considerable

financial outlay for parents, we have endeavoured to keep the costs for parents as low as possible.

We had board elections in September and it was wonderful to see new parent representatives Alex McMinn and Lisa Byrnes elected to the board. We also welcomed Hanchen Johnson back to board as Teacher Representative and Harrison McQuillan replaced outgoing representative Liam Roach. We farewelled some long standing members of the board Gary Good, Bob Slade and teacher representative Chris Fearon. Megan Bolton, Manuila Tausi and myself (Juliana Mansvelt) continue as board members. We are so grateful for the privilege of working with such talented and caring people including our Board Secretary and Principal PA Kate Searle. The new board also agreed to continue its commitment to the principles which underpin Te Tiriti of Waitangi upholding the mana of tangata whenua, while aiming for for all our young adults at Horowhenua College to experience success.

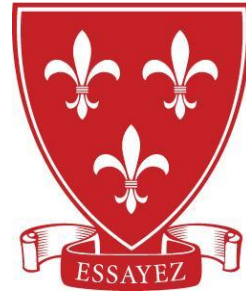
There are many many highlights from 2025 and we acknowledge and thank our staff, parents, iwi and community members who partner with us to provide amazing learning experiences.

Grant Congdon (Tumuaki/Principal) and Juliana Mansvelt (Presiding Member)

2 School Board Members

Juliana Mansvelt	Presiding Member
Megan Bolton	Deputy Presiding Member
Manuila Tausi	
Alex McMinn	
Lisa Byrnes	
Liam Roach/Harrison McQuillan	Student Representative
Chris Fearon/Hanchen Johnson	Staff Representative
Grant Congdon	Principal

Horowhenua College



Analysis of Variance Report for 2025

School Name: Horowhenua College
School Number: 0236

Endorsements:

Grant Congdon
Principal

Juliana Mansvelt
Board Chair

Submission date to Ministry of Education:

Introduction

This variance report is for the college year of 2025.

When developing the strategic plan the Board chose its strategic aims carefully and with the intention of making a positive and significant effect on the learning outcomes for our students.

The strategic aims for 2025 were:

1. To ensure a safe and inclusive environment for all where the physical, financial and human resources enhance student learning and well-being.
2. To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life.
3. To raise the engagement and achievement of all students to attain their personal best.
4. To strengthen self-review, active communication, positive relationships and partnerships within the school and with Iwi, Taitoko Kāhui Ako (CoL), and the wider community.

The strategic aims include annual objectives as well as specific targets to achieve. These aims, objectives and targets all focus on promoting, enhancing, improving and progressing student achievement at Horowhenua College, and link directly with the Horowhenua College Strategic Plan.

Annual Goal 1: Literacy and Numeracy

Analysing, responding and tracking literacy and numeracy progress of Year 9 and 10 students.

This annual goal is aligned to Strategic Aim 2: Students and staff have expectations of achievement and behaviour.

2025 Target

To measure the Literacy and Numeracy abilities of Year 9 and 10 students, then respond by providing the necessary interventions to enable every student to make academic progress to the best of their ability.

Target achieved: Yes

Actions to achieve targets:

Action	Outcomes	Action Achieved: If not, reason for variance	Evaluation/Next Steps
Establish a 'Lead Group' to lead this initiative.	Lead group established consisting of Principal, DP in charge of curriculum, Literacy Coordinators, Numeracy Coordinator, HOF Maths, Small Group Tutor Coordinator, SENCO	Action achieved	Maintain the Lead Group in 2026 to continue to coordinate and oversee the provision of Literacy and Numeracy at our college.
Confirm Literacy and Numeracy Coordinators	Coordinators confirmed for 2025 and 2026.	Action Achieved	Continue to support the Literacy and Numeracy Coordinators in their roles.

Coordination of standardised testing to ensure data collection is regular, consistent and appropriate	Standardised tests and timing of these tests confirmed for Literacy, Numeracy and Science	Action achieved	Ensure standardised tests are facilitated throughout 2026 at the identified times throughout the year.
Analysis of Literacy and Numeracy data to identify students needing assistance.	'Traffic-light' documents developed to tabulate individual student Literacy and Numeracy results, and used to identify students who need assistance.	Action achieved.	Introduce the Traffic-light document early in 2026, after the first round of standardised testing.
Enable all teachers to be teachers of Literacy and Numeracy.	The Literacy Coordinators facilitated 'small-bite' Literacy PD for staff during staff meetings. Follow up was facilitated through faculty meetings. The Numeracy Coordinator worked with individual faculties to provide faculty-specific PD/support.	Action achieved.	Continue with 'small-bite' Literacy PD during staff meeting times. Support the Numeracy Coordinator to continue her work with faculties, as well as provide 'small-bite' Numeracy PD opportunities during staff meetings.
Small group tutoring of students to provide specific Literacy and Numeracy teaching and learning .	Students identified as needing assistance were provided with small group tutoring opportunities.	Action achieved.	Continue to staff this initiative. Identify the students who need extra assistance asap after the first round of standardised testing so they can receive tutoring.

Annual Goal 2: Pedagogy

Provision of specific and focused Professional Development that supports staff to meet the individual learning needs of their students.

This annual goal is aligned to Strategic Aim 3: Providing the resources and social support to enable staff and students to teach and learn to the best of their ability.

2025 Target

To further develop curriculum delivery and pedagogy through staff receiving ongoing professional development on Universal Design for Learning (UDL), Culturally Responsive Relational Pedagogy (CRRP) and Trauma Informed Practice (TIP).

Target achieved: Yes

Actions to achieve targets:

Action	Outcomes	Action Achieved: If not, reason for variance	Evaluation/Next Steps
Provide PD opportunities for staff to upskill in UDL, CRRP, TIP	The focus of PD during staff meetings throughout 2025 consisted of UDL, CRRP, TIP as well as Literacy. All of these PD foci are inter-connected, and related to and supported each other.	Action achieved.	Continue to provide PD during staff meetings focusing on UDL, CRRP, TIP and Literacy. Numeracy to be added to this list for 2026.

Provide whole staff intensive PD on UDL.	A Teacher Only Day focusing on UDL was facilitated by contracted PD providers.	Action achieved.	Revisit/refresh the content of this TOD during staff meeting PD sessions throughout 2026.
Provide 'feedback - feed forward' opportunities for staff to share the way they have implemented UDL/CRRP/TIP in their classroom.	Opportunities provided during staff meetings to share examples of how they have actioned UDL/CRRP/TIP in their classroom.	Action achieved.	Continue to provide opportunities for staff to feedback on how they are implementing UDL/CRRP/TIP, as a way of sharing best pedagogical practice.
Support 'specially selected staff' to upskill in UDL and TIP to a very high level.	Our LSC is undertaking extramural study to upskill in UDL and TIP. Similarly, our AP attended PD courses to upskill in these areas. These two staff are now our 'In-house experts' and oversee the PD facilitation for all staff in these events.	Action achieved.	Continue to support these two staff in their PDm as well as in their PD oversight of all staff in DUL and TIP. Provide staff meeting time as appropriate.

Annual Goal 3: Sport

To increase and improve all aspects of sport at our college.

This annual goal is aligned to Strategic Aim 3: Providing resources and social support to enable staff and students to teach and learn to the best of their ability.

2025 Target

Sports opportunities are organised and provided for students to participate in, such that sport participation is increased, enhanced, expanded and celebrated.

Target achieved: Yes

Actions to achieve targets:

Action	Outcomes	Action Achieved: If not, reason for variance	Evaluation/Next Steps
Employ a new Director of Sport	New Director of Sport appointed for the beginning of 2025.	Action achieved	Employment continues.
'Sports Pass' initiative introduced which enables students to participate in sport with financial assistance.	The College Board financially supported this initiative, resulting in an increase in participation in sport. 44% of 880 students in 2024 46% of 965 students in 2025	Action achieved	Continue the Sports-pass initiative in 2026.

<p>Improve communication about sports opportunities to students.</p>	<p>The Director of Sport initiated regular communication with students through online and written communication, as well as being available for students to access.</p>	<p>Action achieved.</p>	<p>Consolidate the communication methods established.</p>
<p>Acknowledge and value the work of coaches, managers and administrators.</p>	<p>Volunteers and staff who coached, managed, administered sport at our college were acknowledged at a special evening event at the end of the year.</p>	<p>Action achieved.</p>	<p>Continue with the special event at the end of 2026.</p>
<p>Provide new/updated sports uniforms for all sports codes.</p>	<p>New sports uniforms were ordered at the end of 2025 for use from 2026. This was possible due to the Board financial support, a local business sponsor, and a One-Foundation grant.</p>	<p>Action achieved.</p>	<p>Receive all new uniforms at the start of 2026, store them appropriately, provide a new sports uniform to every student playing sport in 2026, and ensure it is received back at the end of the season.</p>

4 Evaluation and Analysis of students' progress and achievement

Programmes of learning, or courses, have been developed with the intention of them being engaging, relevant to the local community and environment, and challenging. These courses mesh together to enable each student to progress along their learning journey, to equip them with the knowledge to successfully gain academic qualifications, and to be well-prepared to enter the career of their choice.

The following analysis is a snapshot of some of the learning areas across our college and the academic achievement reached in 2025.

Learning Area/Course	Strategic Approach / Action	2025 Outcome
Level 1 English	Taught in at Year 10	76% pass rate 66% pass rate- boys 85% pass rate- females 80% pass rate- Europeans 74% pass rate- Māori 72% pass rate- Pasifika
Level 1 Languages	ESOL Japanese Māori Pacific Studies Samoan Waharoa	91% pass rate 93% pass rate- boys 89% pass rate- females 57% pass rate- Europeans 77% pass rate- Māori 96% pass rate- Pasifika
Level 1 Maths	Mathematics	65% pass rate 62% pass rate- boys 67% pass rate- females 69% pass rate- Europeans 61% pass rate- Māori 51% pass rate- Pasifika
Level 1 Science	Science	58% pass rate 55% pass rate- boys 61% pass rate- females 67% pass rate- Europeans 55% pass rate- Māori 44% pass rate- Pasifika
Level 1 Social Sciences	Social History Commerce	83% pass rate 84% pass rate- boys 83% pass rate- females 83% pass rate- Europeans 79% pass rate- Māori 86% pass rate- Pasifika

Level 1 Technology	Architecture Carpentry Creative Catering Digital Technology Engineering	86% pass rate 85% pass rate- boys 86% pass rate- females 87% pass rate- Europeans 82% pass rate- Māori 86% pass rate- Pasifika
Level 1 PE and Health	Health Outdoor Education PE Sport Leadership	79% pass rate 75% pass rate- boys 87% pass rate- females 87% pass rate- Europeans 72% pass rate- Māori 77% pass rate- Pasifika
Level 1 Arts	Visual Arts (Painting) Dance Digital Design and Photography Drama Music	94% pass rate 88% pass rate- boys 96% pass rate- females 96% pass rate- Europeans 96% pass rate- Māori 83% pass rate- Pasifika
Supporting students with Special Assessment Conditions (SAC)	Early identification of students needing support Literacy	Y10 - 58% pass rate Y11 - 78% pass rate Y12 - 83% pass rate Y13 - 100% pass rate
	Early identification of students needing support Numeracy	Y10 - 21% pass rate Y11 - 59% pass rate Y12 - 90% pass rate Y13 - 100% pass rate
	Early identification of students needing support with NCEA assessments across all curriculum areas	Y11 - 39% pass rate at NCEA Level 1 Y12 - 69% pass rate at NCEA Level 2 Y13 - 67% pass rate at NCEA Level 3
Literacy achieved by sitting the Literacy co-requisite assessments, or by gaining Literacy from course assessments	All Year 10 students were offered the opportunity to sit the Literacy co-requisites. All Year 11-13 students who didn't have Literacy were required to sit the co-requisite assessments. PD for staff in promoting Literacy strategies across the curriculum was provided in 2025 and is ongoing throughout 2026.	Overall results for Literacy Y10 - 64% Y11 - 77% Y12 - 83% Y13 - 91%
Numeracy achieved by sitting the Numeracy co-requisite assessments, or by gaining Numeracy from course assessments	All Year 10 students were offered the opportunity to sit the Numeracy co-requisites. All Year 11-13 students who didn't have Numeracy were required to sit the co-requisite assessments.	Overall results for Numeracy Y10 - 29% Y11 - 67% Y12 - 79% Y13 - 90%

	PD for staff in promoting Numeracy strategies across the curriculum was provided in 2025 and is ongoing throughout 2026.	
Year 10 Science	Thinking with Evidence Assessment	Beginning of the year: 46% at or above level 5B End of the year: 67% at or above level 5B
Year 11 Painting	Y11 Painting students completed a course made up from some NCEA Level 2 standards. This was the first year Y11 students completed Level 2 standards	Y11 - 100% pass rate
Year 12 Painting	Y12 Painting students completed a course made up from NCEA Level 2 standards	Y12 - 91% pass rate
Y11-13 Arts courses	Student choice of folio themes, all materials supplied, positive reinforcement, weekend or holiday workshops	Y11 - Photography - 100% pass rate Y12 - Photography - 100% pass rate Y13 - Photography - 100% pass rate Y11 - Dance - 97% pass rate Y12 - Dance - 96% pass rate Y13 - Dance - 100% pass rate Y11 - Drama - 100% pass rate Y12 - Drama - 100% pass rate Y13 - Drama - 100% pass rate Y11 - Music - 84% pass rate Y12 - Music - 98% pass rate Y13 - Music - 100% pass rate
Y12 Music	Focus on performance standards	56% of grades at merit or excellence level
Year 11 & 12 Architecture	Good teacher PD, well-planned resources and timeline	96% pass rate in externals
Year 11 Health	Scaffolded assessments with multiple submission opportunities. Cultural identity integrated into assessments. Proactive communication with caregivers for at-risk students.	93% pass rate
Level 1 ESOL	English as a second language	100% pass rate

5 Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is something the Board and the college staff are committed to and passionate about.

What this looks like at our college is given genuine consideration and includes the following actions:

- Focused professional development on culturally responsive pedagogy for all staff
- Offering Te Reo Māori at every year level
- Tikanga is one of our compulsory subjects at Year 9 and is then offered as an option in Years 10-13
- Our Senior Leadership Team have engaged in Ministry of Education Professional Development opportunities around the implementation of Te Tiriti principles
- A number of our kaiako engaged in the Te Ahu o Te Reo language learning programme
- We have a growing number of students selecting Te Reo Māori as their language option
- Several tikanga processes have been normalised and are used on a daily basis at our kura. These include: pōwhiri for new staff, pōwhiri for Year 9 students, karakia at the beginning of some classes and at all of our formal assemblies
- The use of our school haka, Te Whero, is deeply embedded in the culture of our staff and students. This is performed at sports events, cultural gatherings and prize-givings to acknowledge success
- We are working towards implementing mātauranga Māori across our curriculum
- Te Toka - Our trauma-informed space has a holistic approach that is underpinned by partnership, belonging and looking at the overall hauora of the student

6 Compliance with Employment and Personnel Policy

The Board confirms an Employment and Personnel policy is in place which complies with the principle of being a good employer, and the Board confirms it is fully compliant with this policy.

7 Kiwisport Funding

The entire Kiwisport funding received for 2025 was used to subsidise transport costs for sports teams. This spending was prioritised due to the significant amount of travel required for sports teams to participate in regular competitions. Venues are predominantly in Palmerston North, but extend as far as Dannevirke, Whanganui, Wellington and Hastings.

HOROWHENUA COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	236
Principal:	Grant Congdon
School Address:	Weraroa Road
School Postal Address:	P O Box 544, Levin, 5540
School Phone:	06 368 6159
School Email:	accounts@horowhenua.school.nz

Accountant / Service Provider:



HOROWHENUA COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Horowhenua College

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.

Juliana Ruth Mansvelt

Full Name of Presiding Member

Mansvelt

Signature of Presiding Member

10/6/26

Date

GRANT DAVID CONGDON

Full Name of Principal

G. Congdon

Signature of Principal

11/6/2026

Date

Horowhenua College

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	13,257,796	12,830,157	12,194,939
Locally Raised Funds	3	653,117	277,994	363,595
Interest		51,018	55,000	119,247
Gain on Sale of Property, Plant and Equipment		171	-	-
Total Revenue		13,962,102	13,163,151	12,677,781
Expense				
Locally Raised Funds	3	341,462	353,810	276,757
Learning Resources	4	9,153,771	9,062,733	7,835,153
Administration	5	1,560,926	2,004,378	1,347,228
Interest		6,275	2,675	5,957
Property	6	1,995,417	2,051,066	1,961,590
Total Expense		13,057,851	13,474,662	11,426,685
Net Surplus / (Deficit) for the year		904,251	(311,511)	1,251,096
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		904,251	(311,511)	1,251,096

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

Horowhenua College
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		4,549,644	5,135,898	3,181,485
Total comprehensive revenue and expense for the year		904,251	(311,511)	1,251,096
Contribution - Furniture and Equipment Grant		24,960	-	117,063
Contributions from the Ministry of Education - Te Mana Tuhono		95,502	-	-
Distributions to the Ministry of Education		(186,872)	-	-
Equity at 31 December		5,387,485	4,824,387	4,549,644
Accumulated comprehensive revenue and expense		5,367,485	4,804,387	4,529,644
Reserves		20,000	20,000	20,000
Equity at 31 December		5,387,485	4,824,387	4,549,644

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.

Horowhenua College

Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	2,631,264	1,077,111	2,456,274
Accounts Receivable	8	674,882	484,532	595,139
GST Receivable		-	-	121,397
Prepayments		69,056	37,168	62,352
Inventories	9	179,510	120,000	-
Investments	10	682,931	1,292,839	682,931
Funds Receivable for Capital Works Projects	17	3,842	-	345,025
		<u>4,241,485</u>	<u>3,011,650</u>	<u>4,263,118</u>
Current Liabilities				
GST Payable		42,969	19,008	-
Accounts Payable	12	870,865	580,459	1,106,631
Revenue Received in Advance	13	169,388	209,028	208,860
Provision for Cyclical Maintenance	14	135,951	182,825	218,604
Finance Lease Liability	15	33,015	31,823	40,116
Funds held in Trust	16	88,138	2,654	121,803
Funds held for Capital Works Projects	17	233,923	153,563	123,826
		<u>1,574,249</u>	<u>1,179,360</u>	<u>1,819,840</u>
Working Capital Surplus/(Deficit)		2,667,236	1,832,290	2,443,278
Non-current Assets				
Property, Plant and Equipment	11	3,079,659	3,194,369	2,464,229
Work in Progress	0	-	138,502	-
		<u>3,079,659</u>	<u>3,332,871</u>	<u>2,464,229</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	325,182	306,546	321,138
Finance Lease Liability	15	34,228	34,228	36,725
		<u>359,410</u>	<u>340,774</u>	<u>357,863</u>
Net Assets		<u>5,387,485</u>	<u>4,824,387</u>	<u>4,549,644</u>
Equity		<u>5,387,485</u>	<u>4,824,387</u>	<u>4,549,644</u>

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

Horowhenua College

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025 Budget	2024
	Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		5,331,912	5,065,806	5,452,532
Locally Raised Funds		451,515	(393,936)	253,695
International Students		195,782	175,085	81,281
Goods and Services Tax (net)		164,366	-	(140,405)
Payments to Employees		(2,725,749)	(2,187,705)	(2,519,456)
Payments to Suppliers		(2,430,701)	(2,098,137)	(1,799,803)
Interest Paid		(6,275)	(2,675)	(5,957)
Interest Received		62,205	55,000	127,910
Net cash from/(to) Operating Activities		1,043,055	613,438	1,449,797
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(933,937)	(570,836)	(903,411)
Proceeds from Sale of Investments		-	-	609,908
Net cash from/(to) Investing Activities		(933,937)	(570,836)	(293,503)
Cash flows from Financing Activities				
Furniture and Equipment Grant		24,960	-	117,063
Distributions to Ministry of Education		(186,872)	-	-
Finance Lease Payments		(31,352)	(42,602)	(27,994)
Funds Administered on Behalf of Other Parties		259,136	-	133,800
Net cash from/(to) Financing Activities		65,872	(42,602)	222,869
Net increase/(decrease) in cash and cash equivalents		174,990	-	1,379,163
Cash and cash equivalents at the beginning of the year	7	2,456,274	1,077,111	1,077,111
Cash and cash equivalents at the end of the year	7	2,631,264	1,077,111	2,456,274

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.

Horowhenua College

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of uniforms and canteen and trading and badges. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	4-10 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5-10 years
Motor Vehicles	10 years
Textbooks	10-33.3% Diminishing value
Library Resources	10-12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 8 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.

s) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings 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.

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	3,661,403	3,495,421	3,405,457
Teachers' Salaries Grants	6,632,144	6,632,144	5,588,060
Use of Land and Buildings Grants	1,220,302	1,220,302	1,176,725
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,533,337	1,484,090	1,828,709
Other Government Grants	210,610	(1,800)	195,988
	13,257,796	12,830,157	12,194,939

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	10,666	-	11,887
Fees for Extra Curricular Activities	208,142	51,809	170,508
Trading	144,067	51,100	25,605
Fundraising and Community Grants	74,860	-	40,813
Other Revenue	-	-	14
International Student Fees	215,382	175,085	114,768
	653,117	277,994	363,595
Expense			
Extra Curricular Activities Costs	225,437	130,552	187,992
Trading	41,069	175,500	49,725
Fundraising and Community Grant Costs	19,593	500	150
International Student - Employee Benefits - Salaries	33,499	30,083	20,962
International Student - Other Expenses	21,864	17,175	17,928
	341,462	353,810	276,757
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	311,655	(75,816)	86,838

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	416,375	498,815	419,092
Employee Benefits - Salaries	8,221,617	8,128,574	7,018,855
Staff Development	46,890	49,646	36,039
Depreciation	313,300	234,604	257,343
Other Learning Resources	6,489	4,414	1,882
Information And Communication Technology	138,021	134,380	93,143
Other Curriculum	11,079	12,300	8,799
	9,153,771	9,062,733	7,835,153

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	16,623	16,623	15,994
Board Fees and Expenses	20,863	13,200	8,851
Operating Leases	-	200	434
Other Administration Expenses	95,119	102,110	97,397
Employee Benefits - Salaries	343,862	425,636	310,104
Insurance	38,934	42,230	29,363
Service Providers, Contractors and Consultancy	40,740	40,650	21,963
Ka Ora, Ka Ako - Healthy School Lunch Programme	1,004,785	1,363,729	863,122
	<u>1,560,926</u>	<u>2,004,378</u>	<u>1,347,228</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	123,788	125,000	116,535
Cyclical Maintenance	32,392	125,025	96,883
Heat, Light and Water	125,063	96,000	113,467
Rates	2,681	1,600	1,429
Repairs and Maintenance	251,725	193,900	227,700
Use of Land and Buildings	1,220,302	1,220,302	1,176,725
Employee Benefits - Salaries	221,223	265,639	199,957
Other Property Expenses	18,243	23,600	28,894
	<u>1,995,417</u>	<u>2,051,066</u>	<u>1,961,590</u>

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

7. Cash and Cash Equivalents

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	2,631,264	1,077,111	2,456,274
Cash and cash equivalents for Statement of Cash Flows	<u>2,631,264</u>	<u>1,077,111</u>	<u>2,456,274</u>

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

Of the \$2,631,264 Cash and Cash Equivalents \$491,449 is subject to restrictions for the following reasons:

- \$233,923 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 17.
- \$169,388 of Revenue Received in Advance is held by the school, as disclosed in note 13.
- \$88,138 is held in trust by the school on behalf of other parties, as disclosed in note 16.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	20,991	51,034	1,639
Receivables from the Ministry of Education	20,160	-	23,273
Interest Receivable	4,067	23,917	15,254
Teacher Salaries Grant Receivable	629,664	409,581	554,973
	674,882	484,532	595,139
Receivables from Exchange Transactions	25,446	74,951	16,893
Receivables from Non-Exchange Transactions	649,436	409,581	578,246
	674,882	484,532	595,139

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Trading	1,747	-	-
Badges	7,171	-	-
Uniforms	170,512	120,000	-
Canteen	80	-	-
	179,510	120,000	-

10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	682,931	1,292,839	682,931
Total Investments	682,931	1,292,839	682,931

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	1,523,842	326,463	-	-	(76,253)	1,774,052
Furniture and Equipment	629,503	197,174	-	-	(112,876)	713,801
Information and Communication Technology	117,675	251,897	-	-	(57,290)	312,282
Motor Vehicles	34,424	118,939	-	-	(16,684)	136,679
Textbooks	45,116	-	-	-	(5,061)	40,055
Leased Assets	79,221	34,552	(295)	-	(41,052)	72,426
Library Resources	34,448	-	-	-	(4,084)	30,364
	2,464,229	929,025	(295)	-	(313,300)	3,079,659

The net carrying value of equipment held under a finance lease is \$72,426 (2024: \$79,221)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	2,358,473	(584,421)	1,774,052	2,032,009	(508,167)	1,523,842
Furniture and Equipment	1,664,486	(950,685)	713,801	1,468,711	(839,208)	629,503
Information and Communication Technology	1,298,605	(986,323)	312,282	1,053,727	(936,052)	117,675
Motor Vehicles	255,246	(118,567)	136,679	136,307	(101,883)	34,424
Textbooks	191,935	(151,880)	40,055	191,935	(146,819)	45,116
Leased Assets	180,194	(107,768)	72,426	146,925	(67,704)	79,221
Library Resources	214,159	(183,795)	30,364	214,159	(179,711)	34,448
	6,163,098	(3,083,439)	3,079,659	5,243,773	(2,779,544)	2,464,229

12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	163,169	44,464	485,930
Accruals	17,619	9,886	16,970
Employee Entitlements - Salaries	629,664	491,309	554,973
Employee Entitlements - Leave Accrual	52,087	34,800	48,758
Trip 2 Paris/Barcelona Trip 2027	8,326	-	-
	870,865	580,459	1,106,631
Payables for Exchange Transactions	870,865	580,459	1,106,631
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	870,865	580,459	1,106,631

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Student Income In Advance	40,064	25,356	30,504
Fuji Trip - Cultural Awareness	8,609	8,609	8,609
Locker Key Deposits	3,145	3,610	3,145
Te Hinaki Trust	(38)	387	(38)
Overseas Students Tuition in Advance	104,922	158,009	124,522
Grants in Advance - Ministry of Education	-	13,057	36,000
International Students In Advance	4,555	-	4,555
Revenue In Advance	8,131	-	1,563
	169,388	209,028	208,860

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	539,742	364,346	489,371
Increase/(decrease) to the Provision During the Year	32,393	125,025	96,883
Use of the Provision During the Year	(111,002)	-	(46,512)
Provision at the End of the Year	461,133	489,371	539,742
Cyclical Maintenance - Current	135,951	182,825	218,604
Cyclical Maintenance - Non current	325,182	306,546	321,138
	461,133	489,371	539,742

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property plan.

15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	37,412	31,823	44,866
Later than One Year	37,562	34,228	39,568
Future Finance Charges	(7,731)	-	(7,593)
	67,243	66,051	76,841
Represented by			
Finance lease liability - Current	33,015	31,823	40,116
Finance lease liability - Non current	34,228	34,228	36,725
	67,243	66,051	76,841

16. Funds held in Trust

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	88,138	2,654	121,803
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	88,138	2,654	121,803

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. 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	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
MOE Capital Works Roof		223163	465	15,184	(7,623)	(8,026)	-
Learning Support Fencing		231602	1,306	-	-	(1,306)	-
Electrical Upgrade			(5,193)	-	-	5,193	-
Fire Repairs		242389	13,504	(7,933)	(17,781)	12,210	-
Replace Distribution Boards, Replace Heating		240675	(15,670)	129,471	(21,347)	(95,482)	(3,028)
Roof Replacement / Remediation		243035	(300,748)	107,083	(73,717)	267,382	-
Drainage Remediation		240676	57,410	15,764	(73,174)	-	-
A, E: Replace Heat Pumps		240678	(22,524)	2,500	(11,464)	31,488	-
Roof Remediation & Repair Stage 1		240674	-	-	(814)	-	(814)
Block A Classroom Conversion		250502	51,141	239,128	(49,270)	(19,224)	221,775
Block K2 Kiln Rationalisation		251971	(890)	36,596	(28,783)	-	6,923
Block A Basement Asbestos Removal		256379	-	42,170	(36,945)	-	5,225
Totals			(221,199)	579,963	(320,918)	192,235	230,081

Represented by:

Funds Held on Behalf of the Ministry of Education	233,923
Funds Receivable from the Ministry of Education	(3,842)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
MOE Capital Works Roof		223163	39,542	-	(39,077)	-	465
Learning Support Fencing		231602	(64,643)	67,154	(1,205)	-	1,306
Electrical Upgrade			(5,193)	-	-	-	(5,193)
Fire Repairs		242389	2,723	408,562	(397,781)	-	13,504
Replace Distribution Boards, Replace Heating		240675	38,961	271,965	(326,596)	-	(15,670)
Roof Replacement / Remediation		243035	(32,085)	1,336,099	(1,604,762)	-	(300,748)
Drainage Remediation		240676	-	63,510	(6,100)	-	57,410
A, E: Replace Heat Pumps		240678	-	22,500	(45,024)	-	(22,524)
Block A Classroom Conversion		250502	-	52,760	(1,619)	-	51,141
Block K2 Kiln Rationalisation		251971	-	-	(890)	-	(890)
Totals			(20,695)	2,222,550	(2,423,054)	-	(221,199)

Represented by:

Funds Held on Behalf of the Ministry of Education	123,826
Funds Receivable from the Ministry of Education	(345,025)

18. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

19. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,590	3,355
<i>Leadership Team</i> Remuneration Full-time equivalent members	641,846 4.00	613,469 4.00
Total key management personnel remuneration	645,436	616,824

There are 5 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that met 9 and 9 times 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	200 - 210	200 - 210
Benefits and Other Emoluments	6 - 7	6 - 7
Termination Benefits	-	-

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	20.00	7.00
110 - 120	9.00	10.00
120 - 130	9.00	5.00
130 - 140	2.00	3.00
150 - 160	1.00	0.00
	41.00	25.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. 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.

22. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$258,492 (2024: \$330,119) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
BLK A Classroom Conversion	240,999
Block K2 Kiln Rationalisation	6,923
Block A Basement Asbestos Removal	10,570
Total	<u>258,492</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

23. 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	2,631,264	1,077,111	2,456,274
Receivables	674,882	484,532	595,139
Investments - Term Deposits	682,931	1,292,839	682,931
Total financial assets measured at amortised cost	<u>3,989,077</u>	<u>2,854,482</u>	<u>3,734,344</u>

Financial liabilities measured at amortised cost

Payables	870,865	580,459	1,106,631
Finance Leases	67,243	66,051	76,841
Total financial liabilities measured at amortised cost	<u>938,108</u>	<u>646,510</u>	<u>1,183,472</u>

24. 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 HOROWHENUA COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Horowhenua College (School). The Auditor-General has appointed me, Daniel Lewis, 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 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

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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 11 June 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, 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.

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

A handwritten signature in blue ink that reads 'Daniel Lewis'.

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