



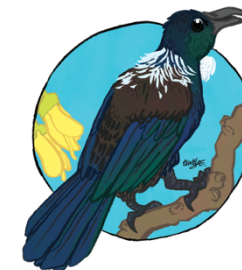
VISCOUNT SCHOOL (1546)



KAIRANGI



MANAAKITANGA



WHANAUNGATANGA

2025 ANNUAL REPORT

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LIST OF ALL VISCOUNT SCHOOL BOARD MEMBERS

Board Member names	Role	Date that the Board Member's appointment
Dr Deanna Johnston	<i>Principal</i>	<i>Appointed to position January 2024</i>
Tinei Tagaloa-Leniu	<i>Presiding Member</i>	<i>Re-elected September 2025</i>
Jan Sila'ila'i	<i>Elected Staff Member (DP)</i>	<i>Ended when new Board took Office in September 2025</i>
Meafou Tavu'i	<i>Elected Staff Member</i>	<i>Elected September 2025</i>
Olivine Lealiifano	<i>Elected Member</i>	<i>Re-elected September 2025</i>
Joshua Tomuli-Pritchard	<i>Elected Member</i>	<i>Re-elected September 2025</i>
Leah Morris	<i>Elected Member</i>	<i>Elected September 2025</i>
Laue Tofa	<i>Elected Member</i>	<i>Elected September 2025</i>
Jan Sila'ila'i	<i>Minute Secretary (DP, non-member)</i>	<i>September 2025 - current</i>
Juliet Singh	<i>Elected Member</i>	<i>Ended when new Board took Office in September 2025</i>
Solomona Haiaga	<i>Co-opted Member</i>	<i>Ended when new Board took Office in September 2025</i>

VISCOUNT SCHOOL 2025 VARIANCE STATEMENT: PROGRESS AGAINST TARGETS

Strategic Goal 1: Rich Curriculum and Responsive Assessment Regulation 9(1)(a)
<p>Annual Goal/Target: Regulation 9(1)(a)</p> <ul style="list-style-type: none"> • Enable confident kaiako evidence-based practice and high expectations teaching to accelerate progress and increase achievement of all aakonga • Implement rich and responsive learning and teaching programmes that meet all aakonga needs • Give daily practical effect to Te Tiriti o Waitangi (te reo Maori, local tikanga Maori, Maatauranga)

ANNUAL IMPLEMENTATION GOAL TARGET: Reading Paanui			
To increase school-wide aakonga progress and achievement. 75% of aakonga achieve at or beyond expected Curriculum Phase Year Levels in reading			
Actions (from the 2025 Annual Implementation Plan) What did we do?	Outcomes What happened?	Reasons for Variance Why it happened?	Planning for 2026 Where to next?
<ul style="list-style-type: none"> - Continued 2nd year of refreshed School-wide structured literacy teaching practice (systematic, cumulative, diagnostic, responsive), with explicit weekly PLCs informed by relevant research and aligned with targeted PLD; 2nd year of workshops led by external facilitator and Principal - Engaged in 2nd year of ALL Project (Accelerating Literacy Learning) in reading targeting a Y3 cohort (22 aakonga) and a Y4-8 cohort (34 aakonga); ALL Kaiako group 1:1 in-class PLD support and analyses of reading assessments (vocab & appropriate text selection) - Continued modelling of effective reading practice with targeted aakonga; focussed Kaiako observations and 1:1 conversation to analyse, identify and affirm effective reading practice and clarify next priority actions; Team Leaders observing and providing feedback & feedforward strategies with their Team - Kaiako actively engaged in weekly routine of targeted PLD aligned to Team Hui evaluation as part of Kaiako Professional Growth Cycle (PGC); School wide planning, teaching, assessment, evaluation, and reporting aligned with PLCs, PGC; increased use of noticing & responding tactics 	<p>Continued tracking reported to the Board start of year SoY, midyear MY, and end of year EoY; continued longitudinal tracking of same Year Level, gender, and ethnicity; continued Reading Running Record analyses</p> <p>Year Level (YL) Curriculum Expectation (CE) SoY 31% to EoY 77% (62% in 2024): Y1 =100% Y2 =64% Y3 =75% Y4 =78%; Y5 =82%; Y6 =76% Y7 =70%; Y8 =75%</p> <p>2025 same cohort % increase from SoY 38% to EoY 78%: Y1 =100% Y2 =67% Y3 =76% Y4 =79% Y5 =83% Y6 =76%</p>	<p>Overall, Target achieved, even with challenge of turnover in Y2-3, and Y5-6 mid 2025 kaiako; still a challenge to secure effective/ trained kaiako, and LTRs</p> <p>Removing habits of defaulting to a singular reading approach and narrow resource reliance means we still need to build capability, and emphasise urgency for impactful teaching and learning 'catch up mode', to already at-risk aakonga learning,</p>	<p>School reference MoE Oct 2024 English Curriculum version; MoE changed/ brought out another version Oct 2025. Target cohorts: specific focus on aakonga just before CE</p> <p>MoE funding removed for ALL Project. Prioritise funding in 2026 Budget to access external PLD. Implement 3rd year of targeted internally led PLCs/PLD with a specific focus on reading, phonics Y1-3, and vocab expansion Y1-8. School will fund and engage with external literacy facilitators to continue to increase fidelity to effective reading practice, and Assessment for Learning (AfL) processes, particularly for those</p>



<ul style="list-style-type: none"> - Continued development of Formative Assessment (assessment for learning AfL) strategies e.g., modelling books, vocab expansion tasks, aakonga voice, data analysis - Continued deliberate planning to increase aakonga joy, critical thinking, rich dialogue, co-operative problem solving & voice capture. Kaiako targeted programmes, grouping aakonga according to learning needs with conversations for co-constructing aakonga learning goals - Continued targeted effective use of reading texts to support reciprocal links to reading/writing. Coherent expansion of foundation vocabulary & use of rich literacy texts in reading - Continued Kaiako delivery of culturally contextualised lessons for all aakonga (Deliberate Acts of Teaching DATs, use of accelerative practices), using flexible & inclusive groupings during reading lessons - Continued Kaiako and Teams' analyses of class assessment data to identify trends, and target next learning actions - Continued sharing analyses of school-wide assessment data SoY, MY to EoY 2025 with kaiako to inform year level, gender and ethnicity areas for improvement, and acceleration/urgency needed - Aakonga data and information celebrated and shared with parents/caregivers via Whaanau Kōrero sessions, Whaanau Hui, aakonga achievement reports - SLT and Kaiako engagement in NZC Refresh English MoE PLD, including MoE provided Teacher Only Days - Kaiako Y1-3 engagement in Phonics, Dibels Testing PLD - Instructional mentoring and coaching (ICM) from SLT with kaiako - Targeted allocation of learning support personnel to better meet flexible groupings and variable needs of targeted aakonga (LSC, Learning Assistants LAs, and Multi-lingual students MLs/ELL numbers increased to receive learning support) 	<p>Y7 =70% Y8 =74% (most significant YL shift) Across Year Levels: Maori 83% (highest again) Tongan 78% (highest Y4) Samoan 77% (highest Y5)</p> <p>Gender: Females 81% (highest Y1, Y5) Males 76% (highest Y1, Y4)</p> <p>ALL Project Y3 Cohort n=22 (Dibels Test): ORF-WRC Gain (T1-T3): 26.7 % points (doubled mean reading fluency) Accuracy Gain (T1-T3): 8.3 % points, from high risk/needs monitoring 88.5% to proficiency 96.8% in reading words correctly</p> <p>ALL Project Y4-8 Cohort n=34 (Dibels Test): Fluency Gain: mean ORF-Correct + 27.5 points Accuracy improved to 99% Females > fluency gain ELL > fluency than non-ELL</p>	<p>impacting engagement and attendance</p> <p>School wide daily focus on MoE strategy to improve aakonga daily attendance; since 2019 and particularly in 2024, 2025 moving forward and increased regular attendance / reducing Chronic. Achieved historic regular attendance T1 and increased daily attendance rate in the 90% a higher % average compared with previous years. Again, sickness high Term 2 and 3 (winter months) contributes to reduced attendance</p>	<p>aakonga identified as not yet working at Curriculum Expectation/in Year Level</p> <p>Continue to develop effective phonics programme Y1-3 integrated with school wide reading and writing kaiako evaluation of practice</p> <p>Reinforce kaiako/Team routines of Termly tracking of class data; Weekly Team planning review; Weekly kaiako koorero to identify tactics for aakonga not yet making expected Curriculum progress</p> <p>Reinforce 3 refreshed VS Values for culturally conscious practice; underpin learning focussed relationships within a learning focussed environment /whaanau-like class setting</p> <p>*School's implementation of Attendance Management Plan (AMP) has continued focus on increasing regular attendance and improving punctuality</p>
<p>EVIDENCE:</p>	<ul style="list-style-type: none"> - Day to day in class and ALL Project reading lesson observations and conversations; Kaiako lesson modelling books (formative assessment notes) - Kaiako and leadership professional Overall Curriculum Judgments (OCJs) - Phonics lessons, vocab expansion tasks; moderation of writing samples in Team and PLC hui - ALL Project Dibels Test; Reading Running Records (PM Benchmark, Probe). Moderation of Running Records data by each Team. PAT reading comprehension and e-asTTLe Y4-8. Moderation of writing samples (implications of vocabulary and language use for informing teaching/learning programmes) 		

ANNUAL IMPLEMENTATION GOAL TARGET: Writing | Tuhituhi

To increase school-wide aakonga progress and achievement. 75% of aakonga achieve at or beyond expected Curriculum Phase Year Levels in writing

Actions (from the 2025 Annual Implementation Plan) What did we do? (Literacy reading was the major focus for the year)	Outcomes What happened?	Reasons for Variance Why it happened?	Planning for 2026 Where to next?
<ul style="list-style-type: none"> - Continued analyses and evaluation of practice: School-wide writing sample; School Entry Assessments including vocabulary lists; Y1-3 phonics PLD and programme review - Continued targeted PLC/PLD implemented; in-school PLD call-back days for Literacy workshops showing reciprocal links from reading to writing practice led by external facilitator and Principal; Kaiako actively engaged in weekly targeted PLD aligned to Team Hui evaluation as part of Kaiako PGC - School wide planning, teaching, assessment, evaluation, and reporting aligned with PLCs, PGC; increased use of noticing & responding tactics - Continued development of AfL strategies i.e., modelling books, vocab expansion tasks, aakonga voice, data analysis. Review and development of more coherent expansion of foundation vocabulary - Continued evaluation of school-wide assessment data at PLCs to emphasise urgency and acceleration needed. Teams analysed and moderated writing assessment data to prioritise next teaching/learning actions with aakonga - Instructional mentoring and coaching (ICM) from SLT with kaiako - Focussed Kaiako observations and 1:1 conversations to analyse, identify and affirm effective writing practice. Modelling with aakonga target groups - Kaiako planned targeted programmes, flexible small grouping of aakonga according to learning needs and conversations for co-constructing goals - Targeted modelling and use of Journals, Connecteds MoE reading texts to support reciprocal links to reading/writing (language features/structure) - Aakonga data and information celebrated and shared with parents/caregivers via Whaanau Kōrero sessions, Whaanau Hui, aakonga achievement reports - Targeted allocation of learning support personnel to better meet flexible groupings and variable needs of targeted aakonga (LSC, Learning Assistants LAs, and MLs/ELLs numbers increased to receive learning support) 	<p>Continued tracking reports to the Board SoY, MY, and EoY; longitudinal tracking of same Year Level, gender, and ethnicity; Reading Running Record analyses (implications for vocab expansion)</p> <p>Year Level (YL) Curriculum Expectation (CE) SoY 32% to EoY 70% (58% in 2024): Y1 =100% Y2 =67% Y3 =69% Y4 =65% Y5 =75% Y6 =67% Y7 =54% Y8 =60%</p> <p>2025 same cohort % increase from SoY 33% to EoY 71%: Y1 =100% Y2 =69% Y3 =69% Y4 =65% Y5 =76% Y6 =70% Y7 =56% Y8 =61%</p> <p>Across Year Levels: Maaori 66% Tongan 74%</p> <p>Gender: Females 78% (highest Y1, Y5) Males 67% (highest Y1, Y5)</p>	<p>Working with new MoE changed Curriculum Overall school average achieved target better than 2024, but cohorts still under (Y1, Y5 in range). In 2nd year after de-implementation of non-impactful initiatives, a major focus on refreshing effective instructional literacy and oral language/phonics expansion programmes; writing scope/sequence outdated unclear; a review of scope and sequence of reading and vocab expansion (high ESOL population) but PLD included reciprocal relationship of reading and writing, as well as a re-focus on Assessment for Learning (AfL) practice</p>	<p>*Above. Prioritise in 2026 Budget to access external PLD. A major focus on refreshing effective instructional writing and oral language / vocab expansion programmes and review of scope and sequence of reading vocab (high ML/ELL population) and again, PLD emphasis on reciprocal relationship of reading and writing, and AfL processes for <u>all</u> aakonga. Target those identified as just before CE Model and reinforce Team moderation processes of writing samples; investigate PAT writing *Attendance AMP</p>

<p>EVIDENCE:</p>	<ul style="list-style-type: none"> - Day to day in class literacy lesson observations, Kaiako lesson modelling books (formative assessment notes). Kaiako and leadership professional Overall Curriculum Judgments OCJs; PLC moderation practise as well as moderation of writing samples in Team hui - ALL Project vocab Bryant Test; Phonics lessons, vocab expansion tasks. Vocab results taken from results of aakonga Reading Running Records to inform next prioritised teaching points
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ANNUAL IMPLEMENTATION GOAL TARGET: Mathematics/Statistics | Paangarau

To increase school-wide aakonga progress and achievement. 75% of aakonga achieve at or beyond expected Curriculum Phase Year Levels in mathematics/statistics

Actions (from the 2025 Annual Implementation Plan)	Outcomes	Reasons for Variance	Planning for 2026
What did we do?	What happened?	Why it happened?	Where to next?
<ul style="list-style-type: none"> - 2nd year Principal implementation of external <i>The Learner First</i> (TLF) Maths Collaborative School Cluster PLD with Viscount School to increase networking support and develop kaiako maths/statistics teaching and formative assessment capability - Continued PLD focus on balanced effective daily structured maths/stats programmes accessible to all aakonga (systematic, cumulative, diagnostic, responsive, and explicit). PLD aligned with the MoE Maths/Stats Curriculum Oct 2024 version (rich tasks; knowledge building; procedural fluency) - Continued emphasis on learning-focussed relationships to increase aakonga efficacy and agency (enjoyment in/of maths and reinforcement of kaiako using academically rich games) - Kaiako continued in routines of external TLF PLD workshops and Principal internally delivered TLF follow-up PLCs; using TLF resources and material manipulatives and core equipment during lessons - Continued with development of effective AfL practice - 2nd year TLF SLT PLD online sessions for monitoring core strategies (Rich Routines, Rich tasks; mathematical reasoning; procedural fluency) - Implemented Team/Year Level planning support with external facilitator and external PLD provider lesson demos; reviewed weekly/long term planning - Continued AP/DP instructional mentoring and coaching (ICM); developing kaiako conversations for high expectations teaching - Developed School-wide Maths Term Overview to support spread and balance of Strand teaching and formative assessment routines - Continued school-wide data analyses to inform kaiako decisions for monitoring and implementing targeted teaching actions for their aakonga - Distribution of middle leadership 'Curriculum Champions' supported transfer of TLF content and Team fidelity to teaching/learning 	<p>Continued tracking reports to the Board SoY, MY, and EoY; longitudinal tracking of same Year Level, gender, and ethnicity analyses</p> <p>Year Level (YL) Curriculum Expectation (CE) SoY 44% to EoY 70% (58% in 2024): Y1 =100% Y2 =71% Y3 =69% (made the most % point gain) Y4 =64% Y5 =67% Y6 =65% Y7 =59% Y8 =65%</p> <p>2025 same cohort % increase from MY 46% to EoY 71%: Y1 100% Y2 =71% Y3 =73% Y4 =65% Y5 =68% Y6 =65% Y7 =60% Y8 =65%</p> <p>Across Year Levels: Maaori 69% Tongan 76% Samoan 71%</p> <p>Gender: Females 72% (highest Y1, Y5) Males 71% (highest Y1, Y2, Y6)</p>	<p>Working with new MoE changed Curriculum Overall school average achieved target better than 2024, but cohorts still under particularly Y7 (Y1, Y2 in range). Turnover of Y4-6 kaiako, loss of institutional knowledge & experience. Limited access to NZC capability. Removing habits of defaulting to previous over reliance on one mathematical approach rather than a balance of effective approaches; clearer scope & sequence of teaching means we need to continue to increase kaiako capability/curriculum knowledge for better aakonga success Continue with Team/Year Level PLD support, and PLC in-house workshops</p>	<p>Prioritise in 2026 Budget to access external PLD A major focus on effective instructional maths to increase aakonga success Enter 3rd year partnership with Principals and Schools with external provider Rob Proffitt- White reinforced with internal PLD, Curriculum Days; reinforce implementation of balanced programmes (TLF components), effective planning using changed MoE Math/Stats Curriculum (Oct 2025v. Introduce Oxford resources as a support; Continue with new PAT Y3 Maths analyses *Attendance AMP</p>
<p>EVIDENCE:</p>	<ul style="list-style-type: none"> - Kaiako and leadership professional Overall Curriculum Judgments (OCJs); PLC and Team hui conversations and planning sessions; Team Leaders and SLT mentoring. Rich Routine lesson diagnostic demos, Y1-8; GLOSS test (Y4-8), JAM test (Y1-3), introduced PAT Maths Y3 to PAT Y4-8 - Individual and Team ICM feedback sessions; Kaiako lesson modelling books (formative assessment notes) 		



EVALUATION & ANALYSIS OF VISCOUNT SCHOOL AAKONGA PROGRESS & ACHIEVEMENT

School-wide Literacy and Mathematics/Statistics

- Progress and achievement reported at Board meetings. Refer to 2025 Strategic/Annual Implementation Plan (AIP) and above Variance Statement
- Successful completion of 2nd year of Accelerating Literacy Learning (ALL) Project MoE funded PLD with a specific and major school-wide focus on reading. A wealth of culturally relevant MoE reading texts for English Medium and Multi-lingual learners' supported aakonga engagement during reading lessons
- Successful completion of 2nd year of *The Learner First* PLD with external facilitators via Principal established Collaborative Cluster (of Schools), focusing on trialing of *Rich Routines*; positive uptake of PLD with kaiako; PLD having positive impact on class planning and delivery of lessons with aakonga enjoyment

Reading / Paanui; Writing / Tuhituhi; and Mathematics / Pāngarau

- Refer to 2025 Strategic/AIP and above Variance Statement. Across the year, the trend shows an increase in % points across Year Levels and a reduction in the of the number of aakonga not yet at Curriculum Expectation to At/Beyond Curriculum Level/Expectation (CE).

Te Ao Maaori, Te Reo Maaori

- Refer to 2025 Strategic/Annual Implementation Plan and Principal's Reports to the Board. The School continued practical utilisation of the Te Puna Reo online resource site; Te Reo Maaori, not foregrounded in School wide daily operations previously, thereby supporting kaiako on their learning/reo journey. Kaiako development of basic verbal commands and greetings; utilisation of kawa and tikanga of daily Karakia tiimatanga, Karakia whakamutunga; Karakia kai – in class and Team Assemblies. School Assemblies with Karakia, National Anthem, and to welcome new aakonga and whaanau. Engagement with local School and mana whenua reps to learn kawa for commencing new build/turning of the soil. Continued utilisation of School wide expectations *Positive Culture for Learning* (PC4L) that emphasises a learning-focussed environment in a whaanau-like setting. Refreshed 3 Values support ako affirmations, foregrounding in planning/teaching as well as increasing ngaa kupu word banks. Continued knowledge building of whakataukii in weekly staff PLC/PLD sessions. Celebration of te reo Maaori language weeks/community assembly, and significance of Matariki with school community

Science, Social Science, Technology, Health Curriculum, The Arts – Viscount Theme Google Site

- Refer to 2025 Strategic/Annual Implementation Plan and Principal's Reports to the Board. Completed Year 3 of Theme Studies Overview. Principal reviewed current Google Site and created a new Student Inquiry Learning (SIL) planning construct/site to support kaiako planning and teaching of student inquiry units, foregrounding local histories and aakonga cultural heritage (rich and relevant teaching and learning experiences)

Cultural Celebrations | Performing Arts

- Successful celebration of aakonga languages with school community e.g., assemblies, Team events

Health/PE and Sports

- Positive participation in Cluster sports. In-school leadership distribution to ensure PE/Sports coordinator role supported. Reviewed and reduced number of sport codes engaged in, and implemented class lesson teaching overview. Consult with community end of 2025 for aspirations for teaching/learning



HOW WE GIVE EFFECT TO TE TIRITI O WAITANGI

Number 1 School Policy, including feedback on Policy review each Term i.e., SchoolDocs Policies (available online via Viscount School website new in 2024)

Partnership

- *Whaanau and Kaiako Kōrero Hui start of year (goal-setting) and midyear (progress) and end of year Reports (reviewed and updated to provide whaanau with further Curriculum and attendance information); engagement with mana whenua reps for stage 1 of new build; incorporated mana whenua feedback from previous hui to exemplify significance of local narratives/ngaa manu and local histories/landmarks; Board Member Representation; Board Hui protocol e.g., Karakia tiimatanga and whakamutunga, and Strategic/Annual Implementation Planning*

Protection

- *Actively front and remove any racism or stigmatism that arises; reinforcing and foregrounding the School's 3 localised Values in the life of the School and in relationships with kaimahi, aakonga and parents/whaanau; Staff te Ao Maaori and te reo Maaori PLD (Te Puna Reo) and culturally responsive teaching practice; Whaanau engagement in the life of the School e.g., events/activities/trips/in-class volunteers; PC4L learning-focussed relationship-based expectations*

Participation

- *Whaanau Kōrero hui with kaiako, aakonga and whaanau; review and development of Curriculum content for Kaiako Theme planning and teaching; engagement with mana whenua reps*

Summary statement for 2026 planning

- *That the Board supports the 2025 internal review and development to improve aakonga engagement, progress and achievement through the 2026 Strategic Plan priorities/goals and Annual Implementation Plan (AIP)*
- *Increase fidelity for effective literacy reading and writing practice with a strong underpinning of oral language/vocab/phonics development*
- *Increase fidelity for effective practice in mathematics/statistics with a strong underpinning of verbal mathematical reasoning (aakonga voice/vocab)*
- *Continue development of teaching critical thinking in literacy and mathematics/statistics*
- *Implementation of the Board funded PLD interventions in literacy, mathematics, and Assessment for Learning (AfL), that aligns with the new English and Mathematics/Statistics Curriculum (October 2025v), reporting requirements, and development of effective kaiako planning, teaching, and assessment*
- *Further develop foundation literacy learning and English acquisition for multi-lingual learners MLs (ESOL funding)*
- *Continue with in-school leadership development with targeted in-house and externally led PLD for kaiako via PLCs and mentoring/coaching sessions*

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes. The Viscount School Board completed its ERO Board Assurance Self-Audit documentation for ERO Evaluation Partner midyear 2024. Report published online, BAS compliant. SchoolDocs Policy Review Annual Schedule active
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes. It is recorded in our School Policies of SchoolDocs
How do you practise impartial selection of suitably qualified persons for appointment?	We follow our appointments policy and process, including referee and safety checks
How are you recognising, the aims and aspirations of Maaori, the employment requirements of Maaori, and greater involvement of Maaori in the Education service?	Our appointment process is open to and supports applicants who identify as maaori and/or maaori heritage. Including the use of te reo me nga tikanga during interviews Staff are encouraged and supported to follow their aspirations in all areas of the School includes application for annual Fixed Term Units (FTU). They have a voice in the direction of the School through positions of responsibility, hui, and consultation Maaori and non-maaori staff support the growth and normalisation of te reo and tikanga maaori
How have you enhanced the abilities of individual employees?	We have a comprehensive internal and externally delivered PLD programme for all staff
How are you recognising the employment requirements of women?	Females have access to relevant/similar opportunities as males (refer to relevant Collective Agreements)
How are you recognising the employment requirements of persons with disabilities?	The School supports any staff with disabilities or environmental needs. Currently this includes modified furniture and allowance for hearing and or vision

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

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



FINANCIAL STATEMENTS

Following the completion of the Viscount School 2024 Annual Financials with Audit NZ, they return to complete the Annual Audit in 2025: refer to Audit NZ documentation. Once we receive the 2025 Annual Financial Report from Audit NZ, this information will be added:

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the School Board is responsible for the preparation and accuracy of the financial statements and states that the School Board has established and maintained a system of internal control to safeguard the assets of the School.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the School over the financial year. It shows whether the School has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the School, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the School owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the School over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's Report signed and dated

This Report is prepared by the auditor of the School and must be included in the Annual Report. It provides an opinion to the readers of the Annual Report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the School.

KIWISPORT FUNDING STATEMENT

The KiwiSport funding does not form part of the financial statements. It should be shown as a separate statement within the Annual Report.

KiwiSport funding is a Government initiative that promotes sport and aims to increase opportunities for aakonga engagement in sports activities. The Ministry of Education (MoE) funding for 2025 to Viscount School's Operation Grant was \$7650.60 (less than 2024). Expenditure included sports equipment upgrade, sports team fees, and sports team transport to events. Various sports were offered throughout the year with high levels of participation.



VISCOUNT SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	1546
Principal:	Dr Deanna Johnston
School Address:	65 Viscount Street, Māngere, Auckland 2022
School Phone:	09 275 4699
School Email:	admin@viscount.school.nz
Accountant / Service Provider:	Schooled Limited



Viscount School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Tinei Tagaloa-Leniu	Presiding Member	Re-elected September 2025	September 2028
Dr Deanna Johnston	ex Officio		
Olivine Lealiifano	Parent Representative	Re-elected September 2025	September 2028
Joshua Tomuli	Parent Representative	Re-elected September 2025	September 2028
Leah Morris	Parent Representative	Elected September 2025	September 2028
Lauie Tofa	Parent Representative	Elected September 2025	September 2028
Meafou Tavui	Staff Representative	Elected September 2025	September 2028
Solomon Hauaga	Parent Representative	Co-opted	August 2025
Juliet King	Parent Representative	Elected September 2022	September 2025
Jan Sila'ila'i	Staff Representative	Re-elected September 2025	September 2025

VISCOUNT SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Viscount 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.

Ms Tinei Tagaloa-Leniu

Full Name of Presiding Member



Signature of Presiding Member

28/05/2026

Date

Dr Deanna Johnston

Full Name of Principal



Signature of Principal

28/05/2026

Date

Viscount School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	5,786,217	5,497,778	6,373,514
Locally Raised Funds	3	10,995	4,000	12,250
Interest		57,737	20,000	54,572
Total Revenue		5,854,949	5,521,778	6,440,336
Expense				
Locally Raised Funds	3	44,466	56,500	32,375
Learning Resources	4	3,700,441	3,990,202	3,781,466
Administration	5	584,523	334,030	970,317
Interest		2,893	2,641	2,332
Property	6	1,122,451	1,138,069	1,212,159
Total Expense		5,454,774	5,521,442	5,998,649
Net Surplus / (Deficit) for the year		400,175	336	441,687
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		400,175	336	441,687

Viscount School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,909,504	1,909,504	1,420,301
Total comprehensive revenue and expense for the year		400,175	336	441,687
Contributions from the Ministry of Education		84,765	-	47,516
Equity at 31 December		2,394,444	1,909,840	1,909,504
Accumulated comprehensive revenue and expense		2,394,444	1,909,840	1,909,504
Equity at 31 December		2,394,444	1,909,840	1,909,504

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.

Viscount School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	609,410	327,103	606,034
Accounts Receivable	8	342,944	334,102	334,102
GST Receivable		24,950	-	-
Prepayments		28,164	30,303	30,303
Inventories	9	6,869	10,351	10,351
Investments	10	1,219,431	1,043,378	1,043,378
Funds Receivable for Capital Works Projects	15	65,976	-	45,334
		2,297,744	1,745,237	2,069,502
Current Liabilities				
GST Payable		-	33,594	33,594
Accounts Payable	12	361,358	346,413	346,413
Provision for Cyclical Maintenance	13	176,203	148,396	34,992
Finance Lease Liability	14	16,528	18,383	17,432
Funds held for Capital Works Projects	15	119,612	-	407,893
		673,701	546,786	840,324
Working Capital Surplus/(Deficit)		1,624,043	1,198,451	1,229,178
Non-current Assets				
Property, Plant and Equipment	11	941,035	897,913	981,538
		941,035	897,913	981,538
Non-current Liabilities				
Provision for Cyclical Maintenance	13	161,989	179,733	276,038
Finance Lease Liability	14	8,645	6,791	25,174
		170,634	186,524	301,212
Net Assets		2,394,444	1,909,840	1,909,504
Equity		2,394,444	1,909,840	1,909,504

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

Viscount School

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,739,858	1,600,710	1,813,798
Locally Raised Funds		55,939	812	(24,577)
Goods and Services Tax (net)		(58,544)	-	79,569
Payments to Employees		(571,049)	(649,794)	(657,268)
Payments to Suppliers		(639,210)	(733,028)	(720,710)
Interest Paid		(2,893)	(2,641)	(2,332)
Interest Received		62,832	20,000	38,920
Net cash from/(to) Operating Activities		586,933	236,059	527,400
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(165,913)	(135,000)	(102,934)
Purchase of Investments		(176,053)	-	(866,929)
Net cash from/(to) Investing Activities		(341,966)	(135,000)	(969,863)
Cash flows from Financing Activities				
Contributions from Ministry of Education		84,765	-	47,516
Finance Lease Payments		(17,433)	(17,432)	(12,994)
Funds Administered on Behalf of Other Parties		(308,923)	(362,558)	547,840
Net cash from/(to) Financing Activities		(241,591)	(379,990)	582,362
Net increase/(decrease) in cash and cash equivalents		3,376	(278,931)	139,899
Cash and cash equivalents at the beginning of the year	7	606,034	606,034	466,135
Cash and cash equivalents at the end of the year	7	609,410	327,103	606,034

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.

Viscount School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 14. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

k) Impairment of property, plant, and equipment

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

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 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) 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.

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

The School's financial liabilities comprise of accounts payable and finance lease. 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.

q) 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.

r) Budget Figures

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

s) 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	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,764,276	1,592,772	1,815,282
Teachers' Salaries Grants	3,046,879	3,165,209	3,079,714
Use of Land and Buildings Grants	687,710	735,047	824,391
Ka Ora, Ka Ako - Healthy School Lunches Programme	287,352	4,750	654,127
	<u>5,786,217</u>	<u>5,497,778</u>	<u>6,373,514</u>

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	436	-	1,102
Fees for Extra Curricular Activities	7,061	3,000	3,218
Trading	461	1,000	6,053
Other Revenue	3,037	-	1,877
	<u>10,995</u>	<u>4,000</u>	<u>12,250</u>
Expense			
Extra Curricular Activities Costs	16,461	33,500	12,211
Trading	28,005	23,000	20,164
	<u>44,466</u>	<u>56,500</u>	<u>32,375</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>(33,471)</u>	<u>(52,500)</u>	<u>(20,125)</u>

4. Learning Resources

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	51,774	77,210	37,523
Information and Communication Technology	45,660	70,000	59,413
Employee Benefits - Salaries	3,353,050	3,547,367	3,426,544
Staff Development	28,852	38,000	17,724
Depreciation	204,556	218,625	214,735
Other Learning Resources	16,549	39,000	25,527
	<u>3,700,441</u>	<u>3,990,202</u>	<u>3,781,466</u>

5. Administration

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees			
Fees to Audit NZ	13,395	13,395	12,880
Audit fees to BDO	-	-	946
Board Expenses	17,640	23,000	9,737
Other Administration Expenses	37,779	56,150	35,816
Employee Benefits - Salaries	205,931	204,925	220,388
Insurance	23,426	23,000	22,929
Service Providers, Contractors and Consultancy	14,280	13,560	13,494
Ka Ora, Ka Ako - Healthy School Lunches Programme	272,072	-	654,127
	<u>584,523</u>	<u>334,030</u>	<u>970,317</u>

6. Property

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	81,500	84,000	83,257
Cyclical Maintenance	49,033	52,091	59,205
Heat, Light and Water	82,345	65,000	62,415
Repairs and Maintenance	99,788	74,220	58,409
Use of Land and Buildings	687,710	735,047	824,391
Employee Benefits - Salaries	57,379	62,711	73,074
Other Property Expenses	64,696	65,000	51,408
	<u>1,122,451</u>	<u>1,138,069</u>	<u>1,212,159</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	609,410	327,103	606,034
Cash and cash equivalents for Statement of Cash Flows	<u>609,410</u>	<u>327,103</u>	<u>606,034</u>

Of the \$609,410 Cash and Cash Equivalents \$119,612 is subject to restrictions for the following reasons:

\$119,612 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.

8. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	48,132	44,944
Receivables from the Ministry of Education	42,886	-	3,188
Interest Receivable	15,238	20,333	20,333
Teacher Salaries Grant Receivable	284,820	265,637	265,637
	<u>342,944</u>	<u>334,102</u>	<u>334,102</u>
Receivables from Exchange Transactions	15,238	68,465	65,277
Receivables from Non-Exchange Transactions	327,706	265,637	268,825
	<u>342,944</u>	<u>334,102</u>	<u>334,102</u>

9. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	6,869	10,351	10,351
	<u>6,869</u>	<u>10,351</u>	<u>10,351</u>

10. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,219,431	1,043,378	1,043,378
Total Investments	<u>1,219,431</u>	<u>1,043,378</u>	<u>1,043,378</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	170,082	36,655	-	-	(9,379)	197,358
Furniture and Equipment	561,740	82,373	-	-	(104,788)	539,325
Information and Communication Technology	143,422	42,043	-	-	(62,987)	122,478
Motor Vehicles	22,433	-	-	-	(4,083)	18,350
Leased Assets	43,503	-	-	-	(17,902)	25,601
Library Resources	40,358	3,217	(235)	-	(5,417)	37,923
	<u>981,538</u>	<u>164,288</u>	<u>(235)</u>	<u>-</u>	<u>(204,556)</u>	<u>941,035</u>

The net carrying value of furniture and equipment held under a finance lease is \$25,601 (2024: \$43,503)

Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	396,737	(199,379)	197,358	360,081	(189,999)	170,082
Furniture and Equipment	1,184,691	(645,366)	539,325	1,109,060	(547,320)	561,740
Information and Communication Technology	535,148	(412,670)	122,478	493,105	(349,683)	143,422
Motor Vehicles	72,303	(53,953)	18,350	72,303	(49,870)	22,433
Leased Assets	91,199	(65,598)	25,601	91,199	(47,696)	43,503
Library Resources	139,134	(101,211)	37,923	136,713	(96,355)	40,358
	<u>2,419,212</u>	<u>(1,478,177)</u>	<u>941,035</u>	<u>2,262,461</u>	<u>(1,280,923)</u>	<u>981,538</u>

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	41,250	28,058	52,469
Accruals	21,429	37,291	12,880
Employee Entitlements - Salaries	284,820	265,637	265,637
Employee Entitlements - Leave Accrual	13,859	15,427	15,427
	<u>361,358</u>	<u>346,413</u>	<u>346,413</u>
Payables for Exchange Transactions	361,358	346,413	346,413
	<u>361,358</u>	<u>346,413</u>	<u>346,413</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	311,030	276,038	272,111
Increase to the Provision During the Year	49,033	52,091	59,205
Use of the Provision During the Year	(21,871)	(96,523)	(20,286)
Provision at the End of the Year	<u>338,192</u>	<u>231,606</u>	<u>311,030</u>
Cyclical Maintenance - Current	176,203	148,396	34,992
Cyclical Maintenance - Non current	161,989	179,733	276,038
	<u>338,192</u>	<u>328,129</u>	<u>311,030</u>

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 is prepared by a Ministry of Education.

14. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	17,987	18,383	19,608
Later than One Year	8,904	6,791	29,783
Future Finance Charges	(1,718)	-	(6,785)
	<u>25,173</u>	<u>25,174</u>	<u>42,606</u>
Represented by			
Finance lease liability - Current	16,528	18,383	17,432
Finance lease liability - Non current	8,645	6,791	25,174
	<u>25,173</u>	<u>25,174</u>	<u>42,606</u>

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Watermain Replacement	58,449	-	-	-	58,449
Block 3 Water Tightness	(34,460)	-	-	-	(34,460)
Artificial Turf	7,800	-	-	(7,800)	-
Block 3 Mould Decontamination	(10,874)	-	-	10,874	-
Block 3 Lifecycle Replacement Carpet, Wall Coverings & Repairs (#249579)	278,900	-	(309,882)	-	(30,982)
Block 2 Roof & Gutter Replacement (#249579)	62,744	-	(62,744)	-	-
Blocks 1,2,3&7 Window Repairs (#251803)	-	56,124	(2,233)	-	53,891
AMS 8 Lifecycle Replacement of Wall Coverings & Carpets	-	147,173	(139,901)	-	7,272
Replace External Doors	-	-	(534)	-	(534)
Totals	362,559	203,297	(515,294)	3,074	53,636

Represented by:

Funds Held on Behalf of the Ministry of Education	119,612
Funds Receivable from the Ministry of Education	(65,976)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in a board-owned asset that is recognised in note 11.

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Watermain Replacement	-	60,947	(2,498)	-	58,449
Block 3 Water Tightness	-	34,460	-	-	(34,460)
Artificial Turf	-	7,800	-	-	7,800
Block 3 Mould Decontamination	-	158,622	(82,252)	-	(10,874)
Block 3 Lifecycle Replacement Carpet, Wall Coverings & Repairs (#249579)	-	289,082	(10,181)	-	278,900
Block 2 Roof & Gutter Replacement (#249579)	-	66,372	(3,628)	-	62,744
Totals	(185,282)	646,401	(98,559)	-	362,559

Represented by:

Funds Held on Behalf of the Ministry of Education	407,893
Funds Receivable from the Ministry of Education	(45,334)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,185	3,020
<i>Leadership Team</i> Remuneration Full-time equivalent members	563,036 4	546,299 4
Total key management personnel remuneration	566,221	549,319

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year.

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	180 - 190	170 - 180
Benefits and Other Emoluments	5 - 10	0 - 10
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	11	9
110 - 120	2	2
120 - 130	1	2
130 - 140	1	-
	15	13

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$119,612 (2024:\$407,893) as a result of entering the following

Contract Name	Remaining Capital Commitment \$
Watermain Replacement	58,449
Blocks 1,2,3&7 Window Repairs (#251803)	53,891
AMS 8 Lifecycle Replacement of Wall Coverings & Carpet (#246316)	7,272

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

(b) Operating Commitments

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	609,410	327,103	606,034
Receivables	342,944	334,102	334,102
Investments - Term Deposits	1,219,431	1,043,378	1,043,378
Total financial assets measured at amortised cost	<u>2,171,785</u>	<u>1,704,583</u>	<u>1,983,514</u>

Financial liabilities measured at amortised cost

Payables	361,358	346,413	346,413
Finance Leases	25,173	25,174	42,606
Total financial liabilities measured at amortised cost	<u>386,531</u>	<u>371,587</u>	<u>389,019</u>

22. Events After Balance Date

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

Independent Auditor's Report

To the readers of Viscount School's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Viscount School (the School). The Auditor-General has appointed me, Anton Labuschagne, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, 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 black ink, appearing to read 'Anton Labuschagne', with a long horizontal flourish extending to the right.

Anton Labuschagne
Audit New Zealand
On behalf of the Auditor-General
Tauranga, New Zealand