TAKAPUNA GRAMMAR SCHOOL

Annual Report 2025

TAKAPUNA GRAMMAR SCHOOL

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	36
Principal:	Mary Nixon
School Address:	210 Lake Road, Belmont, Auckland
School Postal Address:	P O Box 331096 Takapuna Auckland
School Phone:	09 489 4167
School Email:	office@tgs.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Hamish Nevile	Presiding Member	Elected	Sep-28
Mary Nixon	Principal ex Officio		
Karyn Lowe	Parent Representative	Co-opted	Sep-28
Caroline Laband	Parent Representative	Elected	Sep-28
Amrita Kaur	Parent Representative	Elected	Sep-28
Andrew McDonald	Parent Representative	Elected	Sep-28
Rebecca Wigram	Parent Representative	Elected	Sep-28
Rosemarie Close	Staff Representative	Elected	Sep-28
Becky Rose	Student Representative	Elected	Sep-26
Andrew Baker	ex Presiding Member	Retired	Sep-25
Mark Spooner	ex Parent Representative	Retired	Sep-25
Gillian Weir	ex Parent Representative	Retired	Sep-25
Michael Sweetman	ex Parent Representative	Retired	Sep-25
Hyn Hyeong Lee	ex Student Representative	Retired	Sep-25

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Consolidated Annual Financial Statements - For the year ended 31 December 2025

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TAKAPUNA GRAMMAR SCHOOL

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

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

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

Hamish Nevile	Mary Nixon
Full Name of Presiding Member	Full Name of Principal
HNevile	MN
Signature of Presiding Member	Signature of Principal
13/07/2026	13/07/2026
Date	Date

TAKAPUNA GRAMMAR SCHOOL
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

		School			Group		
	Notes	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Government Grants	2	24,880,061	22,760,000	24,401,825	24,880,061	22,760,000	24,401,825
Locally Raised Funds	3	6,375,651	3,621,435	5,781,976	6,333,484	3,621,435	6,099,144
Interest		405,607	200,000	552,624	406,481	200,000	553,692
Total Revenue		31,661,319	26,581,435	30,736,425	31,620,026	26,581,435	31,054,661
Locally Raised Funds	3	2,793,200	2,201,000	3,396,326	2,793,201	2,201,000	3,679,726
Learning Resources	4	18,741,709	15,976,000	17,179,944	18,741,709	15,976,000	17,179,944
Administration	5	1,124,208	1,221,000	1,145,886	1,124,444	1,221,000	1,147,523
Interest		42,184	40,000	27,502	42,184	40,000	27,502
Property	6	7,004,775	7,135,000	7,461,953	7,004,775	7,135,000	7,461,953
Loss on Disposal of Property, Plant and Equipment		439,050	6,000	1,056	439,050	6,000	1,056
Total expense		30,145,126	26,579,000	29,212,667	30,145,363	26,579,000	29,497,704
Net Surplus / (Deficit) for the year		1,516,193	2,435	1,523,758	1,474,663	2,435	1,556,957
Other Comprehensive Revenue and Expense							
Item that will not be reclassified to surplus(deficit)							
Gain on equity investment revaluations		-	-	-	-	-	-
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		1,516,193	2,435	1,523,758	1,474,663	2,435	1,556,957

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

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TAKAPUNA GRAMMAR SCHOOL
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2025

	Notes	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Equity at 1 January		11,317,548	11,317,549	9,559,954	11,387,521	11,317,549	9,596,730
Total comprehensive revenue and expense for the year		1,516,193	2,435	1,523,758	1,474,663	2,435	1,556,957
Contribution - Furniture and Equipment Grant		-	-	233,836	-	-	233,836
Contributions from the Ministry of Education		-	-	-	-	-	-
Distributions to the Ministry of Education		-	-	-	-	-	-
Equity at 31 December		12,833,741	11,319,984	11,317,548	12,862,184	11,319,984	11,387,523
Accumulated comprehensive revenue and expense		12,833,741	11,319,984	11,317,548	12,862,184	11,319,984	11,387,523
Reserves		-	-	-	-	-	-
Equity at 31 December		12,833,741	11,319,984	11,317,548	12,862,184	11,319,984	11,387,523

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

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TAKAPUNA GRAMMAR SCHOOL
Statement of Financial Position
As at 31 December 2025

	Notes	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Current Assets							
Cash and Cash Equivalents	7	2,175,203	3,595,000	2,733,578	2,203,646	3,595,000	2,803,553
Accounts Receivable	8	1,495,356	1,400,000	1,357,585	1,495,356	1,400,000	1,357,585
GST Receivable		169,312	177,000	177,433	169,312	177,000	177,433
Prepayments		125,453	120,000	119,607	125,453	120,000	119,607
Inventories	9	564,276	517,000	516,545	564,276	517,000	516,545
Investments	10	7,471,488	3,108,000	7,276,466	7,471,488	3,108,000	7,276,466
Funds receivable for Capital Works Projects	17	528,152	-	43,486	528,152	-	43,486
		12,529,240	8,917,000	12,224,700	12,557,683	8,917,000	12,294,675
Current Liabilities							
Accounts Payable	12	3,230,867	2,714,017	2,507,599	3,230,867	2,714,017	2,507,599
Revenue Received in Advance	13	3,602,799	4,734,000	3,106,369	3,602,799	4,734,000	3,106,369
Provision for Cyclical Maintenance	14	133,833	120,000	56,160	133,833	120,000	56,160
Finance Lease Liability	15	223,231	197,000	196,357	223,231	197,000	196,357
Funds held in Trust	16	1,737,489	-	1,841,779	1,737,489	-	1,841,779
Funds held for Capital Works Projects	17	204,223	209,000	252,963	204,223	209,000	252,963
		9,132,442	7,974,017	7,961,227	9,132,442	7,974,017	7,961,227
Working Capital Surplus/(Deficit)		3,396,798	942,983	4,263,473	3,425,241	942,983	4,333,448
Non-current Assets							
Property, Plant and Equipment	11	10,055,477	11,017,001	7,643,355	10,055,477	11,017,001	7,643,355
		10,055,477	11,017,001	7,643,355	10,055,477	11,017,001	7,643,355
Non-current Liabilities							
Provision for Cyclical Maintenance	14	406,141	410,000	359,830	406,141	410,000	359,830
Finance Lease Liability	15	212,393	230,000	229,450	212,393	230,000	229,450
		618,534	640,000	589,280	618,534	640,000	589,280
Net Assets		12,833,741	11,319,984	11,317,548	12,862,184	11,319,984	11,387,523
Equity:							
Accumulated comprehensive revenue and expense		12,833,741	11,319,984	11,317,548	12,862,184	11,319,984	11,387,523
Total equity		12,833,741	11,319,984	11,317,548	12,862,184	11,319,984	11,387,523

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

TAKAPUNA GRAMMAR SCHOOL

Statement of Cash Flows

For the year ended 31 December 2025

	Notes	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Cash flows from Operating Activities							
Government Grants		5,425,895	3,029,528	5,141,229	5,425,895	3,029,528	5,141,229
Locally Raised Funds		2,772,989	(111,900)	3,276,397	2,730,822	(111,900)	3,276,398
International Students		4,121,352	3,172,886	3,462,557	4,121,352	3,172,886	3,462,557
Goods and Services Tax (net)		8,121	(87,000)	(80,340)	8,121	(87,000)	(80,340)
Payments to Employees		(3,585,213)	(13,123,965)	(3,666,369)	(3,585,213)	(13,123,965)	(3,666,369)
Payments to Suppliers		(5,380,666)	13,313,499	(4,366,294)	(5,380,906)	13,313,499	(4,366,294)
Interest Paid		(42,184)	5,000	(27,502)	(42,184)	5,000	(27,502)
Interest Received		456,945	(182,000)	585,838	457,819	(182,000)	585,838
Net cash from / (to) the Operating Activities		3,777,239	6,016,048	4,325,516	3,735,706	6,016,048	4,325,517
Cash flows from Investing Activities							
Purchase of Property Plant & Equipment (and Intangibles)		(3,257,800)	(3,415,962)	(2,870,687)	(3,257,800)	(3,415,962)	(2,870,687)
(Purchase)/sale of Investments		(195,022)	928,216	(1,056)	(195,022)	928,216	(1,056)
Proceeds from Sale of Investments		-	-	145,556	-	-	145,556
Net cash from / (to) the Investing Activities		(3,452,822)	(2,487,746)	(2,726,187)	(3,452,822)	(2,487,746)	(2,726,187)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	(207,112)	233,836	-	(207,112)	233,836
Finance Lease Payments		(245,096)	169,145	(215,442)	(245,096)	169,145	(215,442)
Funds Administered on Behalf of Other Parties		(637,696)	(1,030,888)	21,216	(637,696)	(1,030,888)	21,216
Net cash from / (to) Financing Activities		(882,792)	(1,068,855)	39,610	(882,792)	(1,068,855)	39,610
Net increase/(decrease) in cash and cash equivalents		(558,375)	2,459,447	1,638,939	(599,908)	2,459,447	1,638,940
Cash and cash equivalents at the beginning of the year	7	2,733,578	1,135,553	1,094,639	2,803,553	1,135,553	1,164,613
Cash and cash equivalents at the end of the year	7	2,175,203	3,595,000	2,733,578	2,203,646	3,595,000	2,803,553

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

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TAKAPUNA GRAMMAR SCHOOL
Notes to the Group Financial Statements
For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity
Takapuna Grammar 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 Takapuna Grammar School Group (the 'Group') consists of Takapuna Grammar School and its controlled trust. The controlled trust is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

b) Basis of Preparation
Reporting Period
The consolidated 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 consolidated financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Basis of Consolidation
The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of controlled entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Controlled Entities
Controlled entities are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of controlled entities are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a controlled entity that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a controlled entity, it derecognises the assets and liabilities of the controlled entity, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former controlled entity is measured at fair value when control is lost.

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

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

Presentation Currency
These consolidated 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 consolidated 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 Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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 Group. 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 22.

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.

Consolidation of entities
The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 18.

c) Revenue Recognition

Government Grants
The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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.

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Other Grants where conditions exist
Other grants are recorded as revenue when the Group 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 Consolidated Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

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

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

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

h) Inventories
Inventories are consumable items held for sale and 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 Consolidated 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.

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment
Land and buildings owned by the Crown are excluded from these consolidated 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 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10–20 years
Board-owned Buildings	15-50 years
Furniture and Equipment	5–15 years
Information and Communication Technology	3–5 years
Intangible Assets	3 years
Motor Vehicles	7.5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

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k) Impairment of property, plant, and equipment
The Group 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 Group estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

l) Accounts Payable
Accounts Payable represents liabilities for goods and services provided to the Group 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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and 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 international and domestic students 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 Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group 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 Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

The Group 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 Consolidated 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) 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 Group sites 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.

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

The School's financial liabilities comprise accounts payable, finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using effective interest method

s) 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 Group has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)
The consolidated 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 consolidated statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures
The budget figures are extracted from the Group budget that was approved by the Board.

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

2. Government Grants

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Government Grants - Ministry of Education	3,922,048	3,840,000	3,727,348	3,922,048	3,840,000	3,727,348
Teachers' Salaries Grants	14,140,458	11,600,000	13,036,422	14,140,458	11,600,000	13,036,422
Use of Land and Buildings Grants	5,219,602	6,000,000	6,052,614	5,219,602	6,000,000	6,052,614
Other Government Grants	1,597,953	1,320,000	1,585,441	1,597,953	1,320,000	1,585,441
	24,880,061	22,760,000	24,401,825	24,880,061	22,760,000	24,401,825

3. Locally Raised Funds

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

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Revenue						
Fees for Extra Curricular Activities	246,481	-	1,027,423	246,481	-	1,027,423
Donations and Bequests	529,859	392,000	705,230	487,692	392,000	1,022,398
Fundraising & Community Grants	64,785	24,000	19,282	64,785	24,000	19,282
Trading	1,069,999	930,000	1,029,003	1,069,999	930,000	1,029,003
Other Revenue	825,721	371,000	527,367	825,721	371,000	527,367
International Student Fees	3,638,806	1,904,435	2,473,671	3,638,806	1,904,435	2,473,671
	6,375,651	3,621,435	5,781,976	6,333,484	3,621,435	6,099,144
Expenses						
Extra Curricular Activities Costs	513,395	160,000	1,274,406	513,395	160,000	1,274,406
Trading	944,828	982,000	1,005,987	944,828	982,000	1,005,987
Fundraising and Community Grant Costs	8,413	11,000	16,149	8,414	11,000	299,549
International Student - Employee Benefits - Salaries	500,766	475,000	474,636	500,766	475,000	474,636
International Student - Other Expenses	825,798	573,000	625,148	825,798	573,000	625,148
	2,793,200	2,201,000	3,396,326	2,793,201	2,201,000	3,679,726
Surplus/ (Deficit) for the year Locally Raised Funds	3,582,451	1,420,435	2,385,650	3,540,283	1,420,435	2,419,418

4. Learning Resources

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Curricular	1,484,345	810,000	1,126,021	1,484,345	810,000	1,126,021
Information and Communication Technology	236,278	235,000	206,515	236,278	235,000	206,515
Employee Benefits - Salaries	16,113,666	13,661,000	15,083,934	16,113,666	13,661,000	15,083,934
Staff Development	236,789	345,000	142,212	236,789	345,000	142,212
Depreciation	661,541	795,000	612,492	661,541	795,000	612,492
Other Learning Resource Expenses	9,090	130,000	8,770	9,090	130,000	8,770
	18,741,709	15,976,000	17,179,944	18,741,709	15,976,000	17,179,944

5. Administration

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Audit Fee	26,426	15,000	12,988	26,426	15,000	12,988
Board Fees and Expenses	39,301	37,000	16,703	39,301	37,000	16,703
Operating Lease	(3,204)	30,000	29,507	(3,204)	30,000	29,507
Legal Fees	12,380	-	11,161	12,380	-	11,161
Other Adminstration Expenses	170,408	267,000	163,703	170,644	267,000	165,340
Employee Benefits - Salaries	768,841	762,000	816,860	768,841	762,000	816,860
Insurance	110,056	110,000	94,964	110,056	110,000	94,964
	1,124,208	1,221,000	1,145,886	1,124,444	1,221,000	1,147,523

6. Property

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Consultancy and Contract Services	410,611	312,000	330,197	410,611	312,000	330,197
Cyclical Maintenance Provision	161,991	115,000	34,946	161,991	115,000	34,946
Heat, Light and Water	324,568	305,000	284,592	324,568	305,000	284,592
Repairs and Maintenance	267,860	186,000	192,279	267,860	186,000	192,279
Use of Land and Buildings	5,219,602	6,000,000	6,052,614	5,219,602	6,000,000	6,052,614
Employee Benefits - Salaries	388,720	195,000	391,699	388,720	195,000	391,699
Other Property Expenses	231,423	22,000	175,626	231,423	22,000	175,626
	7,004,775	7,135,000	7,461,953	7,004,775	7,135,000	7,461,953

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

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Bank Accounts	1,675,203	3,595,000	2,733,578	1,703,646	3,595,000	2,803,553
Short-term Bank Deposits	500,000	-	-	500,000	-	-
Cash equivalents and cash equivalents for Consolidated Statement of Cash	2,175,203	3,595,000	2,733,578	2,203,646	3,595,000	2,803,553

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

Of the $2,175,203 Cash and Cash Equivalents, $204,223 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2026 on Crown owned school buildings.

Of the $2,175,203 Cash and Cash Equivalents and $7,471,488 Investments (Note 10), $3,602,799 of Revenue Received in Advance is held by the School, as disclosed in note 13. Furthermore, $1,737,489 is held on behalf of third parties, as disclosed in Note 16.

8. Accounts Receivable

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Receivables	16,847	-	39,107	16,847	-	39,107
Receivables from the Ministry of Education	97,032	-	2,926	97,032	-	2,926
Interest Receivable	65,574	100,000	116,912	65,574	100,000	116,912
Teacher Salaries Grant Receivable	1,315,903	1,300,000	1,198,640	1,315,903	1,300,000	1,198,640
	1,495,356	1,400,000	1,357,585	1,495,356	1,400,000	1,357,585
Receivables from Exchange Transactions	82,421	100,000	156,019	82,421	100,000	156,019
Receivables from Non-Exchange Transactions	1,412,935	1,300,000	1,201,566	1,412,935	1,300,000	1,201,566
	1,495,356	1,400,000	1,357,585	1,495,356	1,400,000	1,357,585

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9. Inventories

	School			Group		
	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Stationery	16,989	16,000	16,736	16,989	16,000	16,736
School Uniforms	544,690	500,000	498,493	544,690	500,000	498,493
Canteen	2,597	1,000	1,316	2,597	1,000	1,316
	564,276	517,000	516,545	564,276	517,000	516,545

10. Investments

The Group and School's investments are classified as follows:

	School			Group		
	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Current Asset						
Short-term Bank Deposits	7,471,488	3,108,000	7,276,466	7,471,488	3,108,000	7,276,466
	7,471,488	3,108,000	7,276,466	7,471,488	3,108,000	7,276,466
Total Investments	7,471,488	3,108,000	7,276,466	7,471,488	3,108,000	7,276,466

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11. Property, Plant and Equipment

GROUP

2025	Opening Balance (Net Book Value) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	2,973,434	1,248,306	(434,637)	-	(126,057)	**3,661,046**
Building Improvements		1,313,859		-	-	**1,313,859**
Furniture and Equipment	1,524,425	551,247	-	-	(237,236)	**1,838,436**
Information and Communication Technology	326,242	16,787	-	-	(72,728)	**270,301**
Motor Vehicles	19,350	-	-	-	(6,465)	**12,885**
Textbooks	15,118	12,507	-	-	(9,550)	**18,075**
Leased Assets	372,647	254,913	-	-	(202,708)	**424,852**
Library Resources	50,666	8,126	(4,413)	-	(6,797)	**47,582**
Work In Progress	2,361,473	106,961				**2,468,434**
	7,643,355	3,512,706	(439,050)	-	(661,541)	**10,055,470**

GROUP

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Buildings	4,724,334	(1,063,288)	**3,661,046**	4,167,641	(1,194,207)	**5,334,907**
Building Improvements	1,313,859	-	**1,313,859**	-	-	**-**
Furniture and Equipment	4,144,176	(2,305,732)	**1,838,444**	4,016,195	(2,491,770)	**1,524,425**
Information and Communication Technology	564,040	(293,740)	**270,300**	585,757	(259,515)	**326,242**
Motor Vehicles	127,741	(114,856)	**12,885**	127,741	(108,391)	**19,350**
Textbooks	604,571	(586,496)	**18,075**	592,064	(576,946)	**15,118**
Leased Assets	1,014,362	(589,510)	**424,852**	759,449	(386,802)	**372,647**
Library Resources	143,852	(96,270)	**47,582**	148,675	(98,009)	**50,666**
Work In Progress	2,468,434		**2,468,434**			**-**
	15,105,369	(5,049,892)	**10,055,477**	10,397,522	(5,115,640)	**7,643,355**

SCHOOL

2025	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	2,973,434	1,248,306	(434,637)	-	(126,057)	**3,661,046**
Building Improvements	-	1,313,859	-	-		**1,313,859**
Furniture and Equipment	1,524,425	551,247	-	-	(237,236)	**1,838,436**
Information and Communication Technology	326,242	16,787	-	-	(72,728)	**270,301**
Motor Vehicles	19,350	-	-	-	(6,465)	**12,885**
Textbooks	15,118	12,507	-	-	(9,550)	**18,075**
Leased Assets	372,647	254,913	-	-	(202,708)	**424,852**
Library Resources	50,666	8,126	(4,413)	-	(6,797)	**47,582**
Work in Progress	2,361,473	106,961				**2,468,434**
	7,643,355	3,512,706	(439,050)	-	(661,541)	**10,055,470**

SCHOOL

	2025 Cost or Valuation $	2025 Accumulated Depreciation $	2025 Net Book Value $	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $
Buildings	4,724,334	(1,063,288)	**3,661,046**	4,167,641	(1,194,207)	**2,973,434**
Building Improvements	1,313,859	-	**1,313,859**	2,361,473	-	**2,361,473**
Furniture and Equipment	4,144,176	(2,305,732)	**1,838,444**	4,016,195	(2,491,770)	**1,524,425**
Information and Communication Technology	564,040	(293,740)	**270,300**	585,757	(259,515)	**326,242**
Motor Vehicles	127,741	(114,856)	**12,885**	127,741	(108,391)	**19,350**
Textbooks	604,571	(586,496)	**18,075**	592,064	(576,946)	**15,118**
Leased Assets	1,014,362	(589,510)	**424,852**	759,449	(386,802)	**372,647**
Library Resources	143,852	(96,270)	**47,582**	148,675	(98,009)	**50,666**
Work in Progress	2,468,434	-	**2,468,434**	-	-	**-**
	15,105,369	(5,049,892)	**10,055,477**	12,758,995	(5,115,640)	**7,643,355**

The net carrying value of furniture and equipment held under a finance lease is $390,176 (2024: $179,292)

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12. Accounts Payable

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Creditors	1,334,077	638,000	637,791	1,334,077	638,000	637,791
Accruals	419,981	713,900	556,584	419,981	713,900	556,584
Employee Entitlements - Salaries	1,386,452	1,362,117	1,269,167	1,386,452	1,362,117	1,269,167
Employee Entitlements - Leave Accrual	90,357	-	44,057	90,357	-	44,057
	3,230,867	2,714,017	2,507,599	3,230,867	2,714,017	2,507,599
Payables for Exchange Transactions	3,230,867	2,714,017	2,507,599	3,230,867	2,714,017	2,507,599
	3,230,867	2,714,017	2,507,599	3,230,867	2,714,017	2,507,599

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
International Student Fees in Advance	3,458,320	4,603,000	2,975,774	3,458,320	4,603,000	2,975,774
Other revenue in Advance	144,479	131,000	130,595	144,479	131,000	130,595
	3,602,799	4,734,000	3,106,369	3,602,799	4,734,000	3,106,369

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14. Provision for Cyclical Maintenance

	School and Group 2025 Actual $	School and Group 2025 Budget (Unaudited) $	School and Group 2024 Actual $
Provision at the Start of the Year	415,990	415,000	449,001
Increase to the Provision During the Year	161,991	115,000	34,946
Use of the Provision During the Year	(38,007)	-	(67,957)
Provision at the End of the Year	539,974	530,000	415,990
Cyclical Maintenance - Current	133,833	120,000	56,160
Cyclical Maintenance - Non current	406,141	410,000	359,830
	539,974	530,000	415,990

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property plan.

15. Finance Lease Liability

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

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
No Later than One Year	223,231	197,000	196,357	223,231	197,000	196,357
Later than One Year	212,393	230,000	229,450	212,393	230,000	229,450
	435,624	427,000	425,807	435,624	427,000	425,807
Represented by						
Finance lease liability - Current	223,231	197,000	196,357	223,231	197,000	196,357
Finance lease liability - Non-current	212,393	230,000	229,450	212,393	230,000	229,450
	435,624	427,000	425,807	435,624	427,000	425,807

16. Funds held in Trust

	School 2025 Actual $	School 2025 Budget (Unaudited) $	School 2024 Actual $	Group 2025 Actual $	Group 2025 Budget (Unaudited) $	Group 2024 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	1,737,489	-	1,841,779	1,737,489	-	1,841,779
	1,737,489	-	1,841,779	1,737,489	-	1,841,779

17. Funds Held for Capital Works Projects

During the year the School and Group 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 per note 7, and includes retentions on the projects, if applicable.

School and Group

2025	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions / Transfers $	Closing Balances $
MOE 5YA #246756 - Sitewide Drainage (2024/2025)	(23,466)	811,722	(636,630)	-	151,626
MOE 5YA #246753 Prefab Reroof & Refurb (2024/2025)	(20,020)	502,000	(933,046)	-	(451,066)
MOE/BoT 5YA #246754 - AC Unit Replacement (2024/2025)	41,065	4,076	(68,640)	23,499	-
MOE 5YA #246752 - Roofing Stage2 (2024/2025)	20,000	-	(97,086)	-	(77,086)
MOE 5YA #248351 - Roofing Stage 1 (2024/2025)	191,898	-	(139,301)	-	52,597
MOE 5YA #251430 - GT AV Sound & Wiring (2024/2025)	-	84,986	(84,986)	-	-
MOE 5YA #251431 - GT AV Type 4 Alarm System (2024/2025)	-	23,826	(23,826)	-	-
Totals	209,477	1,426,610	(1,983,515)	23,499	(323,929)
Represented by:					
Funds Held on Behalf of the Ministry of Education					204,223
Funds Receivable from the Ministry of Education					(528,152)

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 $
Georgea Tindall Building rebuild 23/24/25	(344,208)	142,402	(142,402)	344,208	-
5YA Plan 246756 Drainage	-	304,631	(328,097)	-	(23,466)
5YA Plan 246753 Prefab/ReRoof	-	-	(20,020)	-	(20,020)
5YA Plan 246754 AC Unit Replacement	-	87,006	(45,941)	-	41,065
5YA Plan 246752 Roofing Stage 2	-	20,000	-	-	20,000
5YA Plan 248351 Roofing Stage 1	-	427,237	(235,339)	-	191,898
Totals	(344,208)	981,276	(771,799)	344,208	209,477
Represented by:					
Funds Held on Behalf of the Ministry of Education					252,963
Funds Receivable from the Ministry of Education					(43,486)

18. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

Takapuna Grammar School controls the Takapuna Grammar School Foundation Trust. In 2025 the trust received donations of $47,346. Donations of $81,113 (from current year and held over from last year) were paid to the school in 2025 to further the school's pool improvement project.

19. Remuneration

Key management personnel compensation (School)

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

	2025 Actual $	2024 Actual $
Board Members		
Remuneration	6,180	5,555
Leadership Team		
Remuneration	1,500,738	1,430,699
Full-time equivalent members	9	9
Total key management personnel remuneration	1,506,918	1,436,254

There are 8 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 **(5 members)** and Property **(5 members)** committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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	310-320	300-310
Benefits and Other Emoluments	5-10	5-10
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
190-200	1	-
160-170	-	1
150-160	-	-
140-150	6	3
130-140	1	3
120-130	16	8
110-120	31	21
100-110	31	39
	86	75

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
School		
Total	-	$0-$50k
Number of People	-	1

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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.

Pay Equity and Collective Agreement Funding Wash-up
In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

22. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of $381,966 (2024 $1,380,787) as a result of entering the following contracts:

Contract Name	2025 Capital Commitment $
Swimming Pool (Board funded)	68,350
Science Labs Pool (Board funded)	313,616

(b) Operating Commitments

As at 31 December 2025 the School Board has entered into the following

(a) operating lease of 2 vans

	2025 Actual $	2024 Actual $
No later than One Year	12,039	12,039
Later than One Year and No Later than Five Years	6,792	27,168
	18,831	39,207

23. Financial Instruments

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

	School			Group		
Financial assets measured at amortised cost	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $	2025 Actual $	2025 Budget (Unaudited) $	2024 Actual $
Cash and Cash Equivalents	2,175,203	3,595,000	2,733,578	2,203,646	3,595,000	2,803,553
Receivables	1,495,356	1,400,000	1,357,585	1,495,356	1,400,000	1,357,585
Investments - Term Deposits	7,471,488	3,108,000	7,276,466	7,471,488	3,108,000	7,276,466
Total financial assets measured at amortised cost	11,142,047	8,103,000	11,367,629	11,170,490	8,103,000	11,437,604
Financial liabilities measured at amortised cost						
Payables	3,230,867	2,714,017	2,507,599	3,230,867	2,714,017	2,507,599
Finance Leases	435,624	427,000	425,807	435,624	427,000	425,807
Total financial liabilities measured at amortised cost	3,666,491	3,141,017	2,933,406	3,666,491	3,141,017	2,933,406

24. Events After Balance Date

The School completed the swimming pool extension on 11 March 2026. At 31 December 2025, The project had a cost of approximately $2,468,434 which is currently recognised as work in progress as disclosed as Note 11 Property Plant and Equipment. Subsequent to balance date the school incurred further costs of $90,000. The completed asset will be treated as a capital contribution by the School to the Ministry of Education in FY 2026. As the project was completed after balance date, no adjustment has been made to these financial statements; however, the event has been disclosed due to its significance.

25. Correction of prior period errors - Ongoing Resourcing scheme (ORS) funding

In preparation of the financial statements for the School it was identified that the treatment of Ongoing Resourcing Scheme (ORS) was incorrect. The School had previously presented transactions on a net basis, however updated guidance from OAG determined that these transactions should be presented on a gross basis. As a result of presenting transactions on a gross basis, the School has restated its financial statements for the year ended 31 December 2024 with the following impact on previously reported balances:

The restatement increased revenue by $196,643 and increased expenses by $196,643. Net impact remained the same on the statement of comprehensive revenue and expense. This has been reflected in Note 2 and 4 respectively.

	As previously reported	Adjustment	Restated Amount
Revenue			
Government Grants	24,205,181	196,643	24,401,824
Locally Raised Funds	5,815,744		5,815,744
Interest	553,692		553,692
Total Revenue	**30,574,617**	**196,643**	**30,771,260**
Expense			
Locally Raised Funds	3,396,326		3,396,326
Learning Resources	16,983,301	196,643	17,179,944
Administration	1,147,523		1,147,523
Interest	27,502		27,502
Property	7,461,953		7,461,953
Loss on Disposal of Property, Plant and Equipment	1,056		1,056
Total expense	**29,017,661**	**196,643**	**29,214,304**
Net Surplus / (Deficit) for the year	**1,556,956**	-	**1,556,956**
Other Comprehensive Revenue and Expense	-	-	-
Total Comprehensive Revenue and Expense	**1,556,956**	-	**1,556,956**

CROWE NEW ZEALAND

Independent Auditor's Report

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

Opinion

The Auditor-General is the auditor of Takapuna Grammar School (the School) and its controlled entity (the Group). The Auditor-General has appointed me, Kurt Sherlock using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School and the Group on pages 2 to 24, that comprise the statements of financial position as at 31 December 2025, the statements of comprehensive revenue and expense, statements of changes in net assets/equity and statements 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.

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's and the Group's financial position as at 31 December 2025; and
  - the School's and the Group's 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 13 July 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 and Group 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 and the Group'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 and the Group, 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 and Group'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 and Group'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 and Group'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 and the Group 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 plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the Group as a basis for forming an opinion on the financial statements of the Group. We are responsible for the direction, supervision and review of the audit work performed for the purposes of the group audit. We remain solely responsible for our audit opinion.

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 and the Group 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.

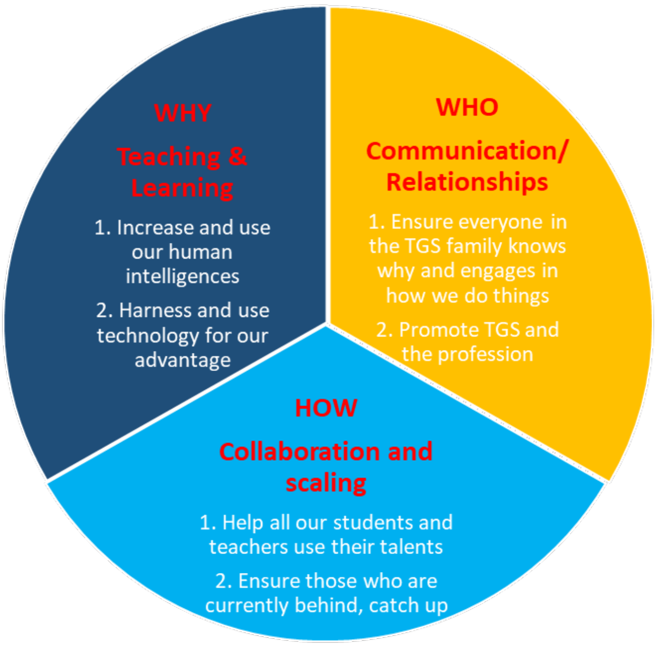
Other than in our capacity as auditor, we have no relationship with, or interests in, the School or any of its controlled entities.

Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Takapuna
Grammar School

Charter 2026

TGS STRATEGIC OVERVIEW



Takapuna Grammar School

2023-2026

TEACHING THAT ENGAGES · CULTURE THAT EMPOWERS · RESOURCES THAT ENABLE · ACHIEVEMENTS THAT ARE WORTHWHILE

WHY WE ARE HERE:

To provide a world-class modern education, guiding students to personal best results through tailored individual learning programs

To expand students' horizons and ambition, raise emotional intelligence and instill a passion for life and what the future holds

WHAT WE DO:

Provide a modern, future proof curriculum and teaching and learning environment

Set ambitious overall goals for the school, benchmark against others, track performance and constantly strive for excellence in all areas of schooling

Engage, retain and richly resource world-class teachers who inspire and account for student outcomes

HOW WE DO IT:

AKO: TEACHING AND LEARNING

ENGAGEMENT WITH THE COMMUNITY, PARENTS, STUDENTS, TEACHERS; LISTEN TO VALUES, OPINIONS, IDEAS

EDUCATION

Foster a world-class school with a dynamic personalised curriculum enabling aspirational outcomes for all at school and in life

- Developing 21st century skills to thrive in a changing world
- Embracing academic pathways
- Educating the whole student as a global citizen
- Taking pride in achievement
- Embracing critical thinking; taking an idea and running with it for the love of learning

IDENTITY

Embed and promote TGS's culture of excellence in a wide range of endeavours that embrace our unique heritage and stimulate innovation, creativity and community

- There is a place for every child at Takapuna Grammar School
- Everyone has a role to play in a proud and functioning community and the activities that give voice to our identity
- Identity is strongly rooted to place
- Uniform provides a sense of pride and inclusion and is designed to be practical
- Different forms of student contribution are acknowledged and valued

CONNECTION

Promote useful communication to strengthen connections; provide opportunities and support for students' learning and future options

- Valuing legacy, the importance of heritage and its connection to TGS
- Focusing on whanau form class as a meaningful time for connection and emergent leadership
- Making connections with iwi and tikanga enhancing our turangawaewae at TGS
- Enabling those at TGS to contribute knowledge, influence, skills and service to the local community and receive in kind
- Supporting families to feel anchored by the school
- Developing avenues for connection within and across our diverse local community

ENVIRONMENT

Foster an inspirational environment in which everyone learns with each other and develops values, skills and attributes for success and resilience in life

- Maintaining a safe, comfortable and clean environment that fosters learning
- Continuing to grow healthy, breathable and useable spaces, recognising that school is our students' "place of work"
- Valuing the importance of the natural environment and embracing sustainability
- Fostering pride in the facilities, our heritage building and history
- School lies at the heart of the community with physical resources that can be used by the school and the wider community

FUTURE

Equip all students with good values, open minds and energy to seek and create opportunities for personal and community benefit

- Having flexibility in balancing self-directed learning with a broad education
- Balancing foundational education with rich pathways that help students reach adulthood with options
- Attracting and retaining students and great teaching talent
- Honouring and discovering our students' adult selves and developing their ability to navigate the future world
- Promoting life skills and students stepping into their futures with confidence

2025 TGS Analysis of Variance
February 2026

Annual Plan 2025

Goals

1. **Delivering world class education at TGS (continuously building on 100 years and expanding horizons of world class education)**

- Set high expectations, embed consistent routines across school to support attendance, engagement
- Embed aspirational communication among staff and students, showcase what this looks like and why this is valued, deepen the learning journey across our Kāhui Ako
- Track student achievement of girls, Asian, Pasifika groups, monitor junior progress
- Embed new Level 1 Standards and provision of literacy and numeracy corequisites
- Continue fostering Te Ao Māori and TGS tikanga
- Partner with students and their families
- Identify what world class education looks like in 2027, the TGS centenary

2. **Retain and develop TGS culture (academic, social and emotional education of the whole person & highly functional global citizens)**

- Develop daily plan fostering sense of belonging at TGS for every student
- Develop new graphic illustrating the TGS learner profile
- Promote understanding the 'why' and 'how' of learning and achieving, academically and socially and emotionally
- Embed Te Manawanui and a pathway for students' development of personal excellence
- Continue to scale up House activities and pride
- Increase staff and student involvement in co-curricular activities
- Modelling and walk throughs by senior and middle leaders, both staff and students
- Expand communication with wider community including alumni, articulating the culture and achievements at TGS

3. **Providing an exceptional physical and social environment**

- Continuous development of timetable architecture to enable students' personal best
- Continuous fostering of leadership opportunities and PLD for staff and students
- Revamp the Careers Department to provide greater awareness and connectedness for students with future pathways
- Complete renovation of Georgea Tindall building and pool upgrade
- Upgrade prefabs and plan/build additional board-funded classrooms
- Plan central space for suitability for large outdoor assemblies and events
- Prioritise implementation of TGS masterplan to meet the aspirations of current and future generations
- Plan centenary and implement mini trial events

Key
Done
Underway
Not Yet underway/removed

2025 Statement of Variance of TGS Annual Plan	
1. Delivering world class education at TGS (continuously building on 100 years and expanding horizons of world class education)	
Objectives	**Evidence**
A. Set high expectations, embed consistent routines across school to suppo attendance, engagement Exceptional 2025 academic results across NCEA & IB Diploma Pass rate L1 NCEA 86.3% cf 2024 80.8 EQ band N/A (not all TGS Yr 11 students sit NCEA but want the practice) Pass rate L2&IB1 2025 94.9, 2024 92.1 EQ band 81.1 389/410 students Pass rate L3 & IBDP 92.8, 2024 91.2 EQ 81.6 320/345 students UE 2025 81.2, 2024 76.0, EQ 71.7 280/345 students Only 25/359 Yr 13 did not achieve L3 & 65 did not achieve UE 2021 TGS 290 Yr 13s, 2025 359 Incrs of 69 2021 TGS 320 Yr 12s, 2025 412 Incrs of studs 2021 21 Yr 1 male leavers, 2024 19 Yr 12 males left, 2021 14 females left Yr 12, 20 12	DPs & Senior leaders (SLs)set up systems to communicate aspirational academic goals via assemblies, FEDs. Monitoring of individuals across faculties by HoFs, teachers, Houses by deans & WFTs. New Te Ao Haka course, continued multi-levelling, L1 NCEA courses implemented, updated IB courses implemented, IB Psychology added. Impetus via comms applauding ex academi 2024 results encouraging students' belief to aspire to ex. Outcomes include CAA results exceeding national %s, students engaged in classes, significant increase in students supported wit SAC, Govts attendance system being implemented 2026, engagement with new external attendance team (current contract not renewed 2026 – new team appointed)
B. Embed aspirational communication among staff and students, showcase what this looks like and why this is valued, deepen the learning journey across our KA Students are aspiring for higher academics, increased numbers in co-curr, increase effectiveness WFC. Strong interest in 2026 WFL roles.	Impetus via comms in assemblies, WFCs delivered by principal, house leaders, head students, peer teams, teachers applauding e academic 2024 results encouraging students' belief to aspire to ex. Consistent use of Google Classroom across subjects & year levels. Academic and Pastoral Collectives working collaboratively with SLT, impact across school evident.
C. Track student achievement of girls, Asian, Pasifika groups, monitor junio progress Faculties are focusing on junior curric providing similar delivery across classes. Multiple classes for maths in one line so students are blocked for extension/suppo rather than having accelerate classes. New attendance & reporting requirements in 2026 will assist tracking by HoFs & deans	Kāhui Ako in school leaders tracking girls, Asian Pasifika & juniors, reduction in motivation and systemising with KA disestablishment. Work underway for deans' leadership to affect engagement & achievement, new deans manual, two SLs as Heads of Student Support in 2026
D. Embed new Level 1 Standards and provision of literacy and numeracy corequisites 95% attainment in co-requs in 2025. Students tracked to ensure attainment of these qualifications before leaving scho	Teachers & students like new L1 standards, TGS students wanted L1 retained, great induction to external assessment, teacher-student relationship develops over 5 years TGS co-reqs pass rates impressive, start in Yr 10 so students all pass by Yr13, significant logistics in providing e-platform with larg numbers of students sitting on set dates
E. Continue fostering Te Ao Māori and TGS tikanga Strengthened delivery of tikanga in ceremonies and general school. Leonessa wor waiata award at Big Sing, video went viral, staff performing haka at prizegiving. Review of Tu Tangata programme undertaken by Andrew Baker with findings due 2026.	Tu tangata numbers increasing, extra staff added boosting expansion of Te Ao Māori at TGS, staff engaging with haka-honoured Yr13 at senior prizegiving, authentic embedding of tikanga across school, evidence-winning best Māori performance at Big Sing-going viral, Māori student achievement on par with non-M, low discipline numbers, embracing of bi-culturalism -hangi pit
F. Partner with students and their families Parents engaging more with class and WFTs and increasing number attending eve	Increased invitations to & uptake by parents for engagement with teachers/leaders, increased in & attendance at ceremonies -Y powhiri, PTA&Matariki breakfasts, prizegiving oversubscribed, fewer discipline issues & collaboration on serious disciplinary, positive feedback on comms & in community, enrolments increase, few payments for extracurricular activities unpaid
G. Identify what world class education looks like in 2027, the TGS centenar TGS framework a sound underpinning doc. Evidence of objectives needs to be explicit	Ongoing considerations by SLT, BoT, staff students & community underway. Key focus of centenary open day is to offer alumni opportunity to experience this onsite in 2027

Most objectives achieved and all objectives are being worked on
Kāhui Ako disestablished and no commitment from member schools for ongoing work as focus is on mega changes to curriculum and assessment. Ongoing longitudinal Data collection difficult as new assessment tools not
Next steps:

- Consider how to retain longitudinal data collection across KA to show acceleration over several years & across sectors (ASL), fund annual interschool art/STEAM project, invite KA staff to PL
- Appoint teacher for 'girls' project – who will also identify some Pasifika needs, appoint new TiC ESOL – who will assist Asian underachievers
- SLT-BoT Strategic planning and Tu Tangata review will cast a lens and inform steps for updated world class education 2027 and beyond, consider impact of NZ curric & new qualification along with 2027 external review of IB at TGS
- External PLD Dr. Richard Young to assist staff embedding framework, explicit comms & delivery on expectations for pride, achievement. Increase UE, leadership for boys
- Increase 5 attaining UE thru implementing predicted grades system from IB across NCEA subjects
- Publish an explicit document on delivery of the TGS framework that is authentic and identifies clear responsibilities for students, teachers and whanau

2. **Retain and develop TGS culture (academic, social and emotional education of the whole person & highly functional global citizens)**

Objectives	**Evidence**
A. Develop daily plan fostering sense of belonging at TGS for every student WFCs functioning well with greater consistency. Prefects to visit classes to encourage activities. Buddy teachers to actively support peers esp new tchrs	2 KA Within school leaders designed the daily WFC programme. Students report increasing uptake of activities and WFC attendance improved. Increase in positive pastoral climate, strong WFT-student relationships
B. Develop new graphic illustrating the TGS learner profile Publication done. Needs to be placed in all aspects of TGS delivery eg reports, Te Manawanui. Students using the language will show how embedded this is	Graphic illustrating TGS values underpinned by knowledge developed and well received. Concepts align with all learning areas supporting interdisciplinary learning, now need to align existing and develop new practices
C. Promote understanding the 'why' and 'how' of learning and achieving, academically and socially and emotionally Consistent messages provided to staff. Students more academically aspirational. Boys need encouragement for building social skills for leadership & service eg Te Manawanui, start planning, House leaders	Regular, consistent messaging provided across staff briefings&assemblies from a range of leaders, students report broad comms effective, evident in emergent school culture with students giving attention to TGS exams, positive response to prefect activities haka comp
D. Embed Te Manawanui and a pathway for students' development of personal excellence Plan in place with kick off T1 & awards given end T2. Te Manawanui to be expand to higher year levels	Slow start accelerated when leaders&teachers shoulder tapped with belief&opportunities
E. Continue to scale up House activities and pride New activities planned for 2026. Juniors need specific details for events eg Sock d Prefects to decide a more local charity to increase awareness & foster House support	More celebrations in House assemblies with parents attending, more comms & activities Students embracing ceremonial approaches in assembly
F. Increase staff and student involvement in co-curricular activities Consider ways to encourage tchrs to engage. Celebrate this to promote Re-introduce Ad Augusta publication each term -include skites about staff& involvement	More clubs added with additional staff support, teachers keen to attend Yr 9 camp, Lake Road board talent showcasing increasi comms between staff & students, increased staffing in sports & comms departments
G. Modelling and walk throughs by senior and middle leaders, both staff ar students Principal (with HoFs)and SLs timetable class visits. Lunchtime walks by P with SLs & deans	Walk throughs went well in T1&2. Needs to be maintained across year. Strong support from leadership collectives helping pride Monitoring

H. Expand communication with wider community including alumni, articulating the culture and achievements at TGS Re-introduce Ad Augus publication each term -include skites about staff& involvement. Send th to alumni	2 new staff employed working on centenary, alumni & community engagement. Positive feedback on comms reflecting the school's culture and achievements. Pride in the community increasing. Strong in-zone enrolments, OOZ applications & uptake. New skirt popular, praised by community
Most objectives achieved and all objectives are being worked on Next steps: • Implement practices for leaders, teachers & students to give effect to TGS Learning graphic design in schoolwide culture and classroom practices • Student Support SLs reinforcing schoolwide consistency of WFC activities & embedding school culture by House TiCs & Deans, overseen by SLs & DPs • Ensure older students tell younger details of House & prefect activities to build involvement – implement Yr 11 whanau leadership role, strengthen Te Manawanui esp for boys • Schedule class and lunchtime walkthroughs by leaders. Address disengaged students via prescribed lunchtime activities and alternative learning opportunities in S&C gym, pool, games, tech and a bespo activity run by specialist dean and WSL • Implement government's attendance plan and identify students at risk and/or best suited to pathways beyond secondary school. Careers staff to focus on FEDs with this group. More year group career offerings • Review and extend connections with community & alumni	
2. **Providing an exceptional physical and social environment**	
Objectives	**Evidence**
A. Continuous development of timetable architecture to enable students' personal best Scholarship, NCEA& IB results reflect strong student engagement across wide curr offered at TGS. Multi-levelling offers 200+ students flexibility to study their intere Challenges ahead if new qual replacing NCEA has 5 not 6 subjs. Breadth of 6 subjs TGS could disadvantage students	Effective timetable team, few issues with student timetables. Extensive staff consultation re STCA with changes made to comply appreciated by teachers. IB Psychology added with some students doing this as a single subject outside the diploma. 3 gained Psychology scholarships
B. Continuous fostering of leadership opportunities and PLD for staff and students HoFs being provided budget for distribution across faculty. Relief costs high. Tchrs being away from classes needs monitoring, so students not impacted by tchrs absences	Additional teachers given senior leadership opportunities with principal's sabbatical backfill & SCT study leave, HoD Māori supported for study and PPTA role, AP impact with Academic/Pastoral/Leadership Collectives. Lead prefects' roles enhanced, Te Manawanui award given kudos, girls involved in long skirt initiative, investigative & marketing trips inspired aspiration in staff fo current & future roles
C. Revamp the Careers Department to provide greater awareness and connectedness for students with future pathways The Careers Team now has 2 teachers and 1 support staffer. Led by SL Lucy Perry. The teachers have deans experience with improved staff and pastoral connection The team work collaboratively and initiatives are reaching more students. D. Complete renovation of Georgea Tindall building and pool upgrade Perf Arts staff pleased with new facilities and adapting practices including audien attendance to in-house performances. Pool providing excellent swimming and training opportunities for the wider schoo and water polo teams. Additional contracts with external groups TBC Term 1 2026 Pool done, filled 1st wk Mar	3 new staff appointed, new initiatives and focus for Gateway, STAR who ensure good fit for students with these courses, increas use of alumni to inspire larger groups, Year 10 careers day abandoned due to pipe disaster, new date TBC for 2026 Both projects completed and in use, positive feedback and community involvement attending shows in-house and extensive poo use. GT done and in use 2025 Pool in use T4 2025. Permanent fixing of cracks causing leaks completed over Xmas break
E. Upgrade prefabs and plan/build additional board-funded classrooms Prefabs upgrade completed except for 2 with issues yet to be resolved, sci labs completed for start of 2026 year. Thes facilities have enhanced T&L and staff-student morale.	Prefab upgrade scheduled fand completed over Xmas break 2025 4 BoT funded science labs project completed February 2026

F. Plan central space for suitability for large outdoor assemblies and event Central space (Atea) provides hub for students; completion enables Kotahitanga builds aspirations for students for academic & leadership goals	Plan consultation underway and Respond architects updating plans, stage 1 being discussed for building in 2026
G. Prioritise implementation of TGS masterplan to meet the aspirations of current and future generations Strategic planning with BoT&SLT 18 Feb 2026 considered priorities for delivery of masterplan 2026 Atea to be done with trial whole school assemblies each term in 2025. St Ls driveway upgrade	Strategic meeting with BoT and SLT held Feb 2026, masterplan considered. 2026 Arena consultation with geo tech investigations draft planning 2026 PE still have few indoor spaces. Investigations for netball court cover considered. 2026-7Aircons for more classrooms for improved T&L environ. PTA fundraising & TGS CapX budget to fund
H. Plan centenary and implement mini trial events Every key event 2027 to celebrate 100 yrs Few NZ secondary schools 100+.	Staff appointed to manage centenary planning, bookings. Alumni committee functioning effectively, successful in pool fundraisi & next focus is centenary, next iteration of PTA established & functioning well

Most objectives achieved and all objectives are being worked on

Next steps:

- Develop more timetabled opportunities for students unsuited to traditional academic, lunchtime/in-off timetable activities to supplant detentions
- Work out costs of pool operation, embed use agreements to fund costs, extend H&S processes to S&C gym and community use of TGS facilities
- Foster relationships between SLT and new BoT. Continue building links with Alumni Committee and PTA for acceleration of school masterplan
- Build Atea, & focus on Arena, BoT&SLT discuss naming areas & opportunities
- Collect data to inform masterplan, retain investigation/marketing visits for developing leaders
- Conduct mini centenary events, commence sale of TGS memorabilia to boost promotion & engagement for volunteering and attendance

2025 Summary of achievements

What went well	Challenges encountered	What should come next
1. Education delivery Academic achievement – NCEA/IB pass rates, Scholarship increase Academic achievement higher than similar equity indexed schools Māori engagement & pass rates L2&3 NCEA	1. Education delivery Boys UE pass rate Māori UE pass rate Pasifika retention & achievement Significant increase in SAC needs	1. Education delivery Increase in UE pass rate, raise Scholarship numbers Increase Pasifika retention & NCEA pass rates Review criteria/provision for SAC Reimagine junior accelerate programmes

CAAs & provision of special exam conditions (SAC) Academic Collective collaboration Greater consistency in teaching, relationships foster good resu Staff & students confidence in quality of TGS education	Pastoral Collective system review showed some misalignment Govt slow to provide curriculum & new qualification replacing NCEA Lots new systems e.g. reporting with little time to consider	Systems consistency in deaning, teacher pastoral clarified Implement new curriculum & qualification system, year IB review Trial new govt reporting
2. <u>TGS Culture</u> Development of TGS values/approaches to learning framewor Attracting excellent teachers though pools are limited, teacher returning to TGS from private schools and from overseas Strong prefect & student leadership, house system acceleratin Increased numbers in co-curricular, especially sport High numbers int students, programme getting recognition High achievement in perf arts, improved sports achievement TGS (STAR) Attendance plan developed TGS celebrates cultural diversity, Tū Tangata, haka, new hangi pit, Māori/Pasifika language weeks, Chinese art club, food festivals	2. <u>TGS Culture</u> Te Manawanui uptake slow, notably with boys Numbers of boys applying for house leader/ball committee roles Attendance lower than government goals Disbanding of Kāhui Ako resulting in demotion of 13 staff roles and disestablished collaborative practices of TGS with 5 primaries, I intermediate and 11 ECEs Tū Tangata programme success now impeding further progress	<u>2.TGS Culture</u> Schoolwide implementation of TGS framework Promote advantages of coeducation Appoint staff to engage boys in leadership opportunities Add incentives so students uphold TGS values/approaches Implement TGS attendance plan to raise attendanc levels Shift Tū Tangata from a programme to a strategy across the school, Andrew Baker facilitating
3. <u>Physical & Social environment</u> Significant BoT funded masterplan projects achieved Pool sponsorship project completed providing future template Connections with alumni via centenary project Administration restructure provides highly functioning team Additional staff for centenary-alumni, comms extending TGS reach	3. <u>Physical & Social environment</u> Next tranche masterplan priorities and delivery needed Slow start to sponsorship programme, how to scale this? Temperatures impeded working conditions in some rooms PTA/Alumni committee need more alignment with school projects Grant applications could be used for larger TGS projects	<u>3.Physical & Social environment</u> Build Strength and Conditioning gym Build Atea with lighting, big screen & back drivewa Accelerate sponsorship/fundraising options Naming rights process needed Feasibility study on Arena, front hockey turf, netba cloud

Grant applications process providing positive results		

Annual Plan 2026

Background

TGS is in a strong position and poised to showcase our school's worldclass education, culture and environment at next year's centenary. 2026 is the time to prepare a series of celebrations across 2027 and set the foundation for the next 100 years.

Goals

1. **Delivering world class education at TGS (honouring the first 100 years and moving our horizons toward the next 100 years)**

Considerable time and work will be inputted by faculty leaders to understand the new curriculum, currently in draft form up to Year 10. The current Year 9 cohort will be the first to undertake new qualifications, yet these are not yet decided. On 26 March 2026 National Minister of Education Ercia Stanford confirmed NCEA will be removed with a new Year 11 foundation qualification introduced from 2028. This will replace the current CAAs. A new qualification instead of NCEA will be introduced in Year 12 and 13 from 2029. These changes will impact the subjects and timetable at TGS so time and focus needs to be set aside to leaders and teachers to address these and confidently deliver the new requirements.

- Develop the delivery of the TGS values and approaches to learning framework
- Link the educational outcomes for students while at TGS to their journey beyond school through the careers programme
- Develop data analysis for early identification and monitoring of students at risk of not gaining UE
- Develop delivery of the new, not yet finalised NZ curriculum (NZC)
- Undertake 5-year IB review
- Design the TGS version of the new government reporting system
- Develop the next phase of Tū Tangata from being a standalone programme to a schoolwide strategy, potentially a faculty
- Design the TGS version of the new government reporting system
- Implement the TGS Stepped Attendance Response (STAR)
- Develop a calendar of centenary events to showcase education at TGS
- TGS runs an international conference on exceptional education (possible co-ed focus)

2. **Retain and develop TGS culture (academic, social and emotional education of the whole person & highly functional global citizens)**

- Embed daily routines through Whanau form classes
- Develop student interpretation of TGS framework
- Develop understanding of how 'best' personal development comes within coeducation
- Scale up Year 10 Te Manawanui award and extend into Year 11 for students' development of personal excellence
- Continue to scale up House assemblies, activities and pride
- Review trip programme and establish ways to support growing co-curricular numbers and achievement
- Actively engage with alumni to learn benefits of TGS education and foster alumni circling back to help current students
- Re-establish Ad Augusta magazine virtual and hard copy to showcase TGS and attract community engagement
- Embed pride through uniform with increased adoption of blazers, introduce new uniform for Kapa Haka

3. **Providing an exceptional physical and social environment**

- Review programmes for accelerates and ensure these are delivering challenges for students to attain personal excellence
- Continuous fostering of leadership opportunities and PLD for staff and students
- Revamp the Careers Department to provide greater awareness and connectedness for students with future pathways
- Build S&C gym and Atea central hub with driveway and lighting upgrade
- Determine feasibility of Arena project and set out timeline for masterplan delivery
- Set up plans and use Atea space for large school gatherings, use hangi pit
- Scale up business arm for use of TGS facilities to enable upgrade of current assets
- Confirm centenary timetable, commence ticket and memorabilia sales, and implement mini trial events

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide go[od] and safe working conditions?	H&S committee meets monthly, reviews and addresses working conditions Board funded 4 new science labs as this faculty identified as most short of teaching spaces Induction for new staff added to start of each term, short version for staff arriving during a term Extensive professional development programme
What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	Principal invites any teacher to apply for roles with allowances in Term 3 each year Management Unit allocation shared with teaching staff All teaching positions advertised in Education Gazette, Support Staff on Seek/TGS newsletter All applications reviewed, HR sets a fair process for appointments, conducted by principal and senior leaders
How do you practise impartial selection of suitabl[y] qualified persons for appointment?	Rubric used for selection, referee checks conducted, candidates interviewed by a team
How are you recognising, – **The aims and aspirations of Māori,** – **The employment requirements of Māori, and** – **Greater involvement of Māori in the Education service?**	TGS values cultural inclusivity, significant bicultural recognition with schoolwide activities e.g. haka competition, All Year 9 students study Te Toi Tangata programme, Te Reo Māori Considerations given to leave requests e.g. tangi, festivals, meetings with whanau

	Support provided for a staff member for PPTA Māori rep role, study leave supported
How have you enhanced the abilities of individual employees?	
How are you recognising the employment requirements of women?	Endeavour to accommodate flexibility with parental leave and return from leave, childcare needs considered when setting meetings, timetable considerations,
How are you recognising the employment requirements of persons with disabilities?	Personalised plans made with staff who have disabilities who need specific requirements e.g. rooming, timetableing, microphone/headphone use

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy.

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 wh may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance wi its requirements?	Yes (principal)	
Does your EEO programme/policy provide for regular reporting on compliance wit the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	When appropriate	

TGS BOARD OF TRUSTEES

TAKAPUNA GRAMMAR SCHOOL

Kiwisport

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

The school did not receive any Kiwisport funding in 2025.