

AWAHOU SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2338

Principal: Trudi Blinkhorne

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Accountant / Service Provider:

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AWAHOU SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Awahou School

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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

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

NICOLE STUART

Full Name of Presiding Member

TRUDI BLINKHORNE

Full Name of Principal



Signature of Presiding Member



Signature of Principal

2/6/2026

Date

2/6/26

Date

Awahou School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	542,494	470,743	515,485
Locally Raised Funds	3	101,583	81,573	29,384
Interest		1,166	3,500	3,755
Total Revenue		645,243	555,816	548,624
Expense				
Locally Raised Funds	3	24,932	14,175	5,785
Learning Resources	4	322,954	267,092	312,398
Administration	5	70,080	67,994	66,143
Interest		807	510	582
Property	6	161,837	165,462	165,797
Other Expenses	7	3,801	3,000	3,506
Total Expense		584,411	518,233	554,211
Net Surplus / (Deficit) for the year		60,832	37,583	(5,587)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		60,832	37,583	(5,587)

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

Awahou School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
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Interest		807	510	582
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Total Comprehensive Revenue and Expense for the Year		60,832	37,583	(5,587)

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

Awahou School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		218,392	209,940	221,929
Total comprehensive revenue and expense for the year		60,832	37,583	(5,587)
Contribution - Furniture and Equipment Grant		-	-	2,050
Equity at 31 December		279,224	247,523	218,392
Accumulated comprehensive revenue and expense		279,224	247,523	218,392
Equity at 31 December		279,224	247,523	218,392

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

Awahou School Statement of Financial Position

As at 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	207,456	85,753	148,366
Accounts Receivable	9	31,936	19,147	26,999
GST Receivable		2,310	2,253	1,591
Prepayments		6,372	7,894	8,606
Funds Receivable for Capital Works Projects	15	-	-	1,514
		<u>248,074</u>	<u>115,047</u>	<u>187,076</u>
Current Liabilities				
Accounts Payable	11	40,062	30,793	36,881
Revenue Received in Advance	12	20,784	429	11,496
Finance Lease Liability	14	2,915	2,982	2,240
		<u>63,761</u>	<u>34,204</u>	<u>50,617</u>
Working Capital Surplus/(Deficit)		184,313	80,843	136,459
Non-current Assets				
Property, Plant and Equipment	10	157,773	222,495	132,864
		<u>157,773</u>	<u>222,495</u>	<u>132,864</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	56,114	54,559	45,364
Finance Lease Liability	14	6,748	1,256	5,567
		<u>62,862</u>	<u>55,815</u>	<u>50,931</u>
Net Assets		<u>279,224</u>	<u>247,523</u>	<u>218,392</u>
Equity		<u>279,224</u>	<u>247,523</u>	<u>218,392</u>

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

Awahou School

Statement of Cash Flows

For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		153,158	133,646	134,312
Locally Raised Funds		98,386	66,190	38,879
Goods and Services Tax (net)		(719)	-	662
Payments to Employees		(44,979)	(47,017)	(50,004)
Payments to Suppliers		(97,186)	(119,320)	(88,393)
Interest Paid		(807)	(510)	(582)
Interest Received		1,166	3,500	3,755
Net cash from/(to) Operating Activities		109,019	36,489	38,629
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(49,149)	(60,200)	(1,527)
Net cash from/(to) Investing Activities		(49,149)	(60,200)	(1,527)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	2,050
Finance Lease Payments		(2,293)	(4,253)	(2,989)
Funds Administered on Behalf of Other Parties		1,513	-	(1,514)
Net cash from/(to) Financing Activities		(780)	(4,253)	(2,453)
Net increase/(decrease) in cash and cash equivalents		59,090	(27,964)	34,649
Cash and cash equivalents at the beginning of the year	8	148,366	113,717	113,717
Cash and cash equivalents at the end of the year	8	207,456	85,753	148,366

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

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

Awahou School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-50 years
Furniture and Equipment	4-10 years
Information and Communication Technology	4-5 years
Motor Vehicles	8 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 6 to 15 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	157,987	134,680	138,671
Teachers' Salaries Grants	260,890	212,954	246,374
Use of Land and Buildings Grants	123,617	123,109	130,440
	542,494	470,743	515,485

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	4,253	3,195	2,561
Fees for Extra Curricular Activities	3,212	780	2,327
Trading	847	975	827
Fundraising and Community Grants	79,495	59,500	5,699
Other Revenue	13,776	17,123	17,970
	101,583	81,573	29,384
Expense			
Extra Curricular Activities Costs	1,482	-	419
Trading	-	975	662
Fundraising and Community Grant Costs	12,922	5,000	1,854
Other Locally Raised Funds Expenditure	10,528	8,200	2,850
	24,932	14,175	5,785
<i>Surplus for the year Locally Raised Funds</i>	76,651	67,398	23,599

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	19,215	18,495	18,957
Employee Benefits - Salaries	267,021	217,519	258,600
Staff Development	1,392	2,900	4,641
Depreciation	29,050	23,028	24,945
Curriculum General	5,837	4,500	4,572
Extra Curricular Activities	439	650	683
	322,954	267,092	312,398

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,410	5,110	7,671
Board Fees and Expenses	2,945	3,210	2,683
Operating Leases	-	-	400
Other Administration Expenses	10,122	8,390	9,117
Employee Benefits - Salaries	39,819	42,452	38,808
Insurance	1,964	2,332	1,944
Service Providers, Contractors and Consultancy	5,820	6,500	5,520
	70,080	67,994	66,143

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	1,821	2,250	410
Cyclical Maintenance	10,750	12,367	10,838
Heat, Light and Water	8,167	11,236	8,290
Repairs and Maintenance	16,423	15,000	14,514
Use of Land and Buildings	123,617	123,109	130,440
Other Property Expenses	1,059	1,500	1,305
	161,837	165,462	165,797

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. Other Expenses

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Transport	3,801	3,000	3,506
	3,801	3,000	3,506

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	207,456	85,753	148,366
Cash and cash equivalents for Statement of Cash Flows	207,456	85,753	148,366

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

Of the \$207,456 Cash and Cash Equivalents \$20,784 is subject to restrictions for the following reasons:

- \$20,784 of Revenue Received in Advance is held by the school, as disclosed in note 12.

9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	1,539	-	750
Receivables from the Ministry of Education	4,666	-	2,686
Teacher Salaries Grant Receivable	25,731	19,147	23,563
	31,936	19,147	26,999
Receivables from Exchange Transactions	1,587	-	750
Receivables from Non-Exchange Transactions	30,349	19,147	26,249
	31,936	19,147	26,999

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	75,789	17,764	-	-	(4,782)	88,771
Furniture and Equipment	23,383	25,508	-	-	(12,331)	36,560
Information and Communication Technology	5,849	4,968	-	-	(5,616)	5,201
Motor Vehicles	19,683	-	-	-	(2,935)	16,748
Leased Assets	7,397	4,809	-	-	(3,235)	8,971
Library Resources	763	910	-	-	(151)	1,522
	132,864	53,959	-	-	(29,050)	157,773

The net carrying value of equipment held under a finance lease is \$8,971 (2024: \$7,397)

Restrictions

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

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	181,646	(92,875)	88,771	163,882	(88,093)	75,789
Furniture and Equipment	138,949	(102,389)	36,560	113,443	(90,060)	23,383
Information and Communication Technology	51,683	(46,482)	5,201	46,714	(40,865)	5,849
Motor Vehicles	23,478	(6,730)	16,748	23,478	(3,795)	19,683
Leased Assets	16,870	(7,899)	8,971	12,061	(4,664)	7,397
Library Resources	28,406	(26,884)	1,522	27,496	(26,733)	763
	441,032	(283,259)	157,773	387,074	(254,210)	132,864

11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	4,300	6,245	5,030
Accruals	9,410	4,864	7,671
Employee Entitlements - Salaries	25,731	19,147	23,563
Employee Entitlements - Leave Accrual	621	537	617
	40,062	30,793	36,881
Payables for Exchange Transactions	40,062	30,793	36,881
	40,062	30,793	36,881

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Income Received in Advance	784	25	270
Grants in Advance	20,000	-	10,000
Grants in Advance - Ministry of Education	-	404	1,226
	20,784	429	11,496

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	45,364	42,192	34,526
Increase/(decrease) to the Provision During the Year	10,750	12,367	10,838
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	56,114	54,559	45,364
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	56,114	54,559	45,364
	56,114	54,559	45,364

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2027. This plan is based on the School's 10 Year Property plan.

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	3,540	2,982	2,733
Later than One Year	7,355	1,256	6,200
Future Finance Charges	(1,232)	-	(1,126)
	9,663	4,238	7,807
Represented by			
Finance lease liability - Current	2,915	2,982	2,240
Finance lease liability - Non current	6,748	1,256	5,567
	9,663	4,238	7,807

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Drainage Upgrade		246101	(1,514)	4,614	(3,100)	-	-
UV Filter Replacement		255008	-	8,320	(8,320)	-	-
Totals			(1,514)	12,934	(11,420)	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
Drainage Upgrade		246101	-	9,289	(10,803)	-	(1,514)
Totals			-	9,289	(10,803)	-	(1,514)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(1,514)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	1,320	2,365
<i>Leadership Team</i> Remuneration Full-time equivalent members	142,102 1.00	124,908 1.00
Total key management personnel remuneration	143,422	127,273

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

	2025	2024
Remuneration \$000	FTE Number	FTE Number
	0.00	0.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

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

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

(b) Operating Commitments

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	207,456	85,753	148,366
Receivables	31,936	19,147	26,999
Total financial assets measured at amortised cost	<u>239,392</u>	<u>104,900</u>	<u>175,365</u>

Financial liabilities measured at amortised cost

Payables	40,062	30,793	36,881
Finance Leases	9,663	4,238	7,807
Total financial liabilities measured at amortised cost	<u>49,725</u>	<u>35,031</u>	<u>44,688</u>

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

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

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

.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 3 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information included in the Board's annual report

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

The other information obtained at the date of our audit report includes copies of the Analysis of Variance, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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

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

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

Awahou School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Nicole Stuart	Presiding Member	Elected	Sep 2028
Trudi Blinkhorne	Principal	ex Officio	
Paul Geange	Parent Representative	Elected	Sep 2025
Arna Taylor	Parent Representative	Elected	Sep 2028
Pamela Morel	Parent Representative	Elected	Sep 2028
James Rowe	Parent Representative	Co-opted	Sep 2028
Rochelle Ward	Staff Representative	Elected	Sep 2028



Awahou School

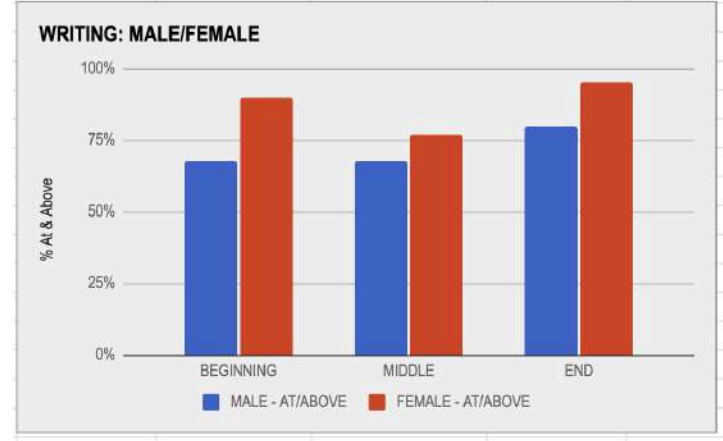
Analysis of Variance 2025

School Name:	Awahou School	School Number:	2338
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Strategic Aim:	To provide ākonga with a robust, relevant, exciting and refreshed local school curriculum which we have developed based on Te Mātaiaho* (the refreshed New Zealand Curriculum for full implementation by 2027) and with our community
Annual Aim:	We will build awareness and grow understanding of Te Mātaiaho with kaiako and whānau.
Targets:	To accelerate the learning of all boys' working below in Writing.

Baseline Data: At the beginning of 2025 there was a significant disparity between boys and girls. Boys were sitting at 68% at or above expectations for Writing, hence the decision to target boys writing and to focus on accelerating their progress.

WRITING: MALE/FEM		
	MALE - AT/ABOVE	FEMALE - AT/ABOVE
BEGINNING	68%	90%
MIDDLE	68%	77%
END	80%	95%



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We trailed StepsWeb for struggling spellers.</p> <p>We continued to identify and monitor students working below expectations or at risk of falling below expectations.</p> <p>We continued with the Structured Language Approach, using explicit teaching practices involving 'The Code' teaching and learning.</p> <p>We continued to have a balanced Writing programme where transcription, composition, writing craft and writing processes were taught explicitly.</p> <p>We provided one to one or small group explicit teaching and learning sessions to support target students.</p> <p>We continued to use a Writers' Toolbox for the Year 4-8 students.</p> <p>We used a variety of writing provocations, such as texts, vocabulary, visual images or movies to motivate writers, particularly focussing on boys' interests.</p> <p>We focussed on non-fiction writing, involving research and topics of interest for our boys.</p> <p>We implemented the Writing PAT to inform teaching and learning.</p> <p>We implemented timely feedback and feed forward to motivate and guide students to the next level.</p> <p>We attended more Structured Literacy Professional Development.</p>	<p>Writing - 80% AT/ABOVE, a 12% increase.</p> <p>StepsWeb was not successful, however Structured Literacy teaching, based on the professional development we attended in 2025, is proving to be very extremely beneficial.</p>	<p>Targeted students were provided with daily explicit teaching, either individually or in a small group in Writing.</p> <p>Continuation of Structured Literacy approaches supported students' writing achievement.</p> <p>Daily writing & reading practice and feedback.</p> <p>Education Perfect helped to support the Senior Students learning and achievement.</p> <p>Writers' Toolbox helped to improve writing motivation and provocation.</p> <p>Boys become more motivated to achieve their expected level for writing, with the use of AI to mark and level their writing instantly providing them with valuable feedback.</p>	<p>Stop the use of StepsWeb, as after 6 months the students made little to no progress in spelling.</p> <p>Continue with learning tasks that have proved to be effective.</p> <p>Continue to use AI to provide instant feedback, feedforward and levels.</p> <p>Continue to use topics of interest and research projects to support writing motivation, particularly for boys.</p> <p>Continue to use Hero for students to view their learning goals.</p> <p>Trial IXL</p>
Planning for next year:			
<p>Add more to the Curriculum Resources code in the budget to cover IXL.</p>			



Board of Trustees List 2025

<i>Name</i>	<i>Occupation</i>	<i>Position</i>
Nicole Stuart	Farmer/AI Technician	Presiding Member
Pamela Moriel	Homemaker/Business Owner	Parent Representative
Arna Taylor	Homemaker/Business Owner	Parent Representative
Paul Geange	Vehicle Restoration business owner	Parent Representative
James Rowe	Deer Farmer	Parent Representative
Rochelle Ward	Teacher	Staff Representative
Trudi Blinkhorne		Principal

Staff List 2025

<i>Name</i>	<i>Position</i>
Victoria Sage	Office Manager
Peta Spackman	Part-time Teacher
Rochelle Ward	Part-time Teacher
Trudi Blinkhorne	Principal
Kate Carter	Teacher Aide
Jennifer Bucknell	Cleaner



Friday 20th February 2026

To whom it may concern,

KIWISPORT FUNDING EXPENDITURE FOR 2025

In the year 2025 Awahou School received \$710.12 approx of Kiwisport Funds. These funds were spent on hockey lessons, as well as transport to and from the sporting events and activities.

Regards,

Trudi Blinkhorne
Principal



December 2025

Equal Employment Opportunities

At Awahou School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a good employer. Awahou School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

At Awahou School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

The implementation of our EEO policy and programme supports our school to:

- prevent and eliminate bias and discrimination
- promote an inclusive and safe work environment
- treat all current and prospective staff fairly
- provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time. See [Concerns and Complaints Policy](#).

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

Equal employment opportunities (EEO) programme

To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:

- appoint appropriately qualified staff through a fair and impartial appointment process
- create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
- explore professional development and training opportunities

- monitor the implementation of our programme and report to the board.

See [Appointment Policy](#) and [Professional Development](#).

Any information collected as part of our EEO programme is kept confidential and securely in accordance with privacy and record keeping requirements – see [Privacy Policy](#) and [School Records Retention and Disposal](#).

Awahou School

Awahou School gives effect to Te Tiriti o Waitangi by:

- ❖ Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
 - Our Local Curriculum while still in development after the Curriculum Refresh reflects numerous tikanga Māori, mātauranga Māori and te ao Māori. Our learning programmes reflect tikanga Māori, mātauranga Māori and te ao Māori. Our policies are with School Docs, which are regularly reviewed and keep up to date.

- ❖ Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori.
 - Rochelle and Trudi have a good level of te reo Māori and tikanga Māori knowledge. But are capable of finding out more when needed. Both have good levels of pronunciation also. Te reo Māori is consistently used in day to day life within the school. Māori worldview is also into learning. Basic tikanga is followed and embedded, for example, karakia to start each day, and before we eat, shoes off inside, no sitting on tables or hats on tables etc. Regular tuakana-teina relationships occur throughout the school.

- ❖ Achieving equitable outcomes for Māori students.
 - All our Māori students are achieving very well. Students who are not achieving at expectation are provided with more support and resourcing.

Awahou School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$669 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Awahou School Board:

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