

JOHN MCGLASHAN COLLEGE SCHOOL BOARD

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 387
Principal: Dr Aaron Columbus
School Address: 2 Pilkington Street, Maori Hill, Dunedin, 9010
School Postal Address: 2 Pilkington Street, Maori Hill, Dunedin, 9010
School Phone: 03 467 6620
School Email: admin@mcglashan.school.nz

Accountant / Service Provider:

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Mr K Murdoch	Presiding Member	Elected 14/9/2022	Sept-25
Mr G Burns	Presiding Member	Re-Elected 17/9/2025	Sept-28
Mr G Burns	Parent Representative	Elected 14/9/2022	Sept-25
Mr T Toro	Deputy Presiding Member	Elected 14/9/2022	Sept-25
Mr R O'Brien	Parent Representative	Elected 14/9/2022	Sept-25
Mr D Stevens	Parent Representative	Elected 14/9/2022	Sept-25
Mr J Veitch	Acting Principal	Appointed 09/12/2024	Sept-25
Dr A Columbus	Principal ex Officio	Appointed 06/10/2025	
Mrs A Anderson	Staff Rep	Elected 10/8/2022	Sept-25
Mr T Casey	Staff Rep	Elected 17/09/2025	Sept-28
Mr F Saunders	Student Rep	Elected 19/9/2024	Sept-25
Mr C Falconer	Student Rep	Elected 17/9/2025	Sept-26
Mr J Hale	Parent Representative	Elected 17/09/2025	Sept-28
Mr G McDonald	Parent Representative	Elected 17/09/2025	Sept-28
Ms K O'Connell	Parent Representative	Elected 17/09/2025	Sept-28
Mr M Smith	Parent Representative	Elected 17/09/2025	Sept-28
Mr S Anderson	Proprietors Rep	Appointed Feb 2023	Confirmed annually
Mrs R Miller	Proprietors Rep	Appointed Nov 2023	Confirmed annually
Prof J Palmer	Proprietors Rep	Appointed Mar 2024	Confirmed annually

JOHN MCGLASHAN COLLEGE SCHOOL BOARD

Annual Financial Statements - For the year ended 31 December 2025

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John McGlashan College School Board

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.

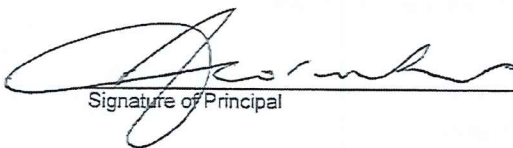
The School's 2025 financial statements are authorised for issue by the Board.

Mr Geoff Burns

Dr Aaron Columbus

Full Name of Presiding Member

Full Name of Principal



Signature of Presiding Member

Signature of Principal

29 May 2026

29 May 2026

Date

Date

John McGlashan College School Board

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	5,905,365	5,764,864	5,793,971
Locally Raised Funds	3	767,405	826,727	789,838
Use of Proprietor's Land and Buildings		1,887,482	1,874,485	1,874,485
Interest		17,708	16,000	20,090
Total Revenue		8,577,960	8,482,076	8,478,384
Expense				
Locally Raised Funds	3	283,591	308,368	277,467
Learning Resources	4	5,579,584	5,500,040	5,488,510
Administration	5	418,143	509,811	428,310
Interest		8,105	10,394	(1,715)
Property	6	2,297,368	2,329,700	2,300,022
Loss on Disposal of Property, Plant and Equipment		4,983	-	13,687
Total Expense		8,591,774	8,658,313	8,506,281
Net Surplus / (Deficit) for the year		(13,814)	(176,237)	(27,897)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(13,814)	(176,237)	(27,897)

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

John McGlashan College School Board

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		715,279	715,277	646,173
Total comprehensive revenue and expense for the year		(13,814)	(176,237)	(27,897)
Contribution - Furniture and Equipment Grant		100,608	92,358	97,003
Contribution - Te Mana Tuhono assets supplied by MoE		81,722	-	-
Equity at 31 December		883,795	631,398	715,279
Accumulated comprehensive revenue and expense		883,795	631,398	715,279
Equity at 31 December		883,795	631,398	715,279

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.

John McGlashan College School Board

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,084,845	952,945	916,456
Accounts Receivable	8	639,493	621,325	602,518
Prepayments		12,731	12,728	15,088
Inventories	9	5,067	5,067	7,160
Investments		-	-	200,000
		1,742,136	1,592,065	1,741,222
Current Liabilities				
GST Payable		(852)	(852)	26,324
Accounts Payable	12	641,524	757,856	623,208
Revenue Received in Advance	13	408,511	408,511	513,678
Provision for Cyclical Maintenance	14	2,411	-	-
Finance Lease Liability	15	31,370	31,370	30,627
		1,082,964	1,196,885	1,193,837
Working Capital Surplus/(Deficit)		659,172	395,180	547,385
Non-current Assets				
Property, Plant and Equipment	11	383,292	383,291	331,103
		383,292	383,291	331,103
Non-current Liabilities				
Provision for Cyclical Maintenance	14	103,341	91,745	91,745
Finance Lease Liability	15	55,328	55,328	71,464
		158,669	147,073	163,209
Net Assets		883,795	631,398	715,279
Equity		883,795	631,398	715,279

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

John McGlashan College School Board

Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		1,484,056	1,653,546	1,606,818
Locally Raised Funds		336,776	134,675	608,030
International Students		326,098	514,388	549,134
Goods and Services Tax (net)		(27,176)	(27,110)	21,896
Payments to Employees		(1,055,675)	(1,089,044)	(1,233,231)
Payments to Suppliers		(1,131,748)	(1,288,106)	(1,066,490)
Interest Paid		(8,105)	(10,394)	1,715
Interest Received		17,708	16,000	20,090
Net cash from/(to) Operating Activities		(58,066)	(96,045)	507,962
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(58,760)	(142,949)	(25,261)
Purchase of Investments		-	-	(200,000)
Proceeds from Sale of Investments		200,000	-	-
Net cash from/(to) Investing Activities		141,240	(142,949)	(225,261)
Cash flows from Financing Activities				
Furniture and Equipment Grant		100,608	92,358	97,003
Finance Lease Payments		(15,393)	(17,174)	(42,772)
Net cash from/(to) Financing Activities		85,215	75,184	54,231
Net increase/(decrease) in cash and cash equivalents		168,389	(163,810)	336,932
Cash and cash equivalents at the beginning of the year	7	916,456	1,116,755	579,524
Cash and cash equivalents at the end of the year	7	1,084,845	952,945	916,456

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.

John McGlashan College School Board

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) 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.

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.

k) 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.

l) 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students. The fees are recorded as revenue as the obligations are fulfilled and the fees are earned.

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

n) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the 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, 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.

o) Financial Instruments

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

The School's financial liabilities comprise 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.

p) 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.

q) Budget Figures

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

r) 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	1,458,787	1,498,024	1,544,568
Teachers' Salaries Grants	4,409,408	4,229,909	4,213,082
Other Government Grants	37,170	36,931	36,321
	<u>5,905,365</u>	<u>5,764,864</u>	<u>5,793,971</u>

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	130,756	200,000	269,621
Other Revenue	204,853	133,075	122,408
International Student Fees	431,796	493,652	397,809
	<u>767,405</u>	<u>826,727</u>	<u>789,838</u>
Expense			
Extra Curricular Activities Costs	7,815	9,260	10,067
Other Locally Raised Funds Expenditure	65,018	55,030	31,579
International Student - Employee Benefits - Salaries	114,213	124,780	126,012
International Student - Other Expenses	96,545	119,298	109,809
	<u>283,591</u>	<u>308,368</u>	<u>277,467</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>483,814</u>	<u>518,359</u>	<u>512,371</u>

4. Learning Resources

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Curricular	203,839	252,021	238,641
Information and Communication Technology	87,324	88,000	82,175
Employee Benefits - Salaries	5,131,520	5,005,770	5,009,817
Staff Development	47,207	48,025	40,040
Depreciation	99,501	98,124	109,796
Other Learning Resources	10,193	8,100	8,041
	<u>5,579,584</u>	<u>5,500,040</u>	<u>5,488,510</u>

5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	16,754	8,041	16,270
Board Fees and Expenses	30,793	30,910	37,128
Legal Fees	12,903	37,500	47,106
Other Administration Expenses	127,671	235,114	112,275
Employee Benefits - Salaries	219,090	187,414	205,377
Insurance	10,932	10,832	10,154
	<u>418,143</u>	<u>509,811</u>	<u>428,310</u>

6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Consultancy and Contract Services	147,476	150,418	147,055
Cyclical Maintenance	14,007	-	10,716
Heat, Light and Water	181,349	212,400	153,430
Repairs and Maintenance	31,884	58,380	28,551
Use of Land and Buildings	1,887,482	1,874,485	1,874,485
Employee Benefits - Salaries	(4,212)	-	48,056
Other Property Expenses	39,382	34,017	37,729
	<u>2,297,368</u>	<u>2,329,700</u>	<u>2,300,022</u>

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

7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	1,084,845	952,945	916,456
Cash and cash equivalents for Statement of Cash Flows	<u>1,084,845</u>	<u>952,945</u>	<u>916,456</u>

Of the \$1,084,845 Cash and Cash Equivalents, \$408,511 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	192,429	211,950	193,596
Receivables from the Ministry of Education	8,909	8,909	8,456
Teacher Salaries Grant Receivable	438,155	400,466	400,466
	<u>639,493</u>	<u>621,325</u>	<u>602,518</u>
Receivables from Exchange Transactions	192,429	211,950	193,596
Receivables from Non-Exchange Transactions	447,064	409,375	408,922
	<u>639,493</u>	<u>621,325</u>	<u>602,518</u>

9. Inventories

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Stationery	5,067	5,067	7,160
	<u>5,067</u>	<u>5,067</u>	<u>7,160</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset			
Short-term Bank Deposits	\$ -	\$ -	\$ 200,000
Total Investments	-	-	200,000

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture and Equipment	121,533	14,235	-	-	(38,833)	96,935
Information and Communication Technology	19,549	106,886	-	-	(7,905)	118,530
Motor Vehicles	36,242	-	-	-	(10,452)	25,790
Leased Assets	100,540	16,191	-	-	(33,859)	82,872
Library Resources	53,239	19,361	(4,983)	-	(8,452)	59,165
	331,103	156,673	(4,983)	-	(99,501)	383,292

The net carrying value of furniture and equipment held under a finance lease is \$82,872 (2024: \$100,540)

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	552,640	(455,705)	96,935	538,405	(416,872)	121,533
Information and Communication Technology	281,650	(163,120)	118,530	174,764	(155,215)	19,549
Motor Vehicles	63,472	(37,682)	25,790	63,472	(27,230)	36,242
Leased Assets	188,214	(105,342)	82,872	186,436	(85,896)	100,540
Library Resources	128,059	(68,894)	59,165	119,923	(66,684)	53,239
	1,214,035	(830,743)	383,292	1,083,000	(751,897)	331,103

12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	76,223	227,905	88,936
Accruals	105,375	107,454	111,775
Employee Entitlements - Salaries	438,155	400,466	400,466
Employee Entitlements - Leave Accrual	21,771	22,031	22,031
	<u>641,524</u>	<u>757,856</u>	<u>623,208</u>
Payables for Exchange Transactions	181,598	335,359	200,711
Payables for Non-exchange Transactions - Other	459,926	422,497	422,497
	<u>641,524</u>	<u>757,856</u>	<u>623,208</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
International Student Fees in Advance	408,511	408,511	513,678
	<u>408,511</u>	<u>408,511</u>	<u>513,678</u>

14. Provision for Cyclical Maintenance

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Provision at the Start of the Year	91,745	91,745	81,029
Increase/(decrease) to the Provision During the Year	14,007	-	14,005
Use of the Provision During the Year	-	-	(3,289)
Provision at the End of the Year	<u>105,752</u>	<u>91,745</u>	<u>91,745</u>
Cyclical Maintenance - Current	2,411	-	-
Cyclical Maintenance - Non current	103,341	91,745	91,745
	<u>105,752</u>	<u>91,745</u>	<u>91,745</u>

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

15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	31,370	31,370	30,627
Later than One Year	55,328	55,328	71,464
	86,698	86,698	102,091
Represented by			
Finance lease liability - Current	31,370	31,370	30,627
Finance lease liability - Non current	55,328	55,328	71,464
	86,698	86,698	102,091

16. Related Party Transactions

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

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

The Proprietor of the School (John McGlashan Presbyterian College Inc) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

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

The School and Proprietor have in place a current account for inter-entity transactions. The balance of the current account at 31 December 2025 was a receivable from the Proprietor of \$180,479 (2024: \$121,444 payable). Included, the Proprietor provided for a one-off \$130,000 donation to the School (2024: \$268,000).



17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	4,050	4,800
<i>Leadership Team</i>		
Remuneration	2,080,605	2,280,387
Full-time equivalent members	16	19
Total key management personnel remuneration	2,084,655	2,285,187

There are 10 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has a Finance (3 members) committee that meets monthly. 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	50-60	170-180
Benefits and Other Emoluments	0-10	20-30
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100-110	19.00	17.00
110-120	5.00	6.00
120-130	5.00	3.00
130-140	2.00	3.00
150-160	1.00	-
	32.00	29.00

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	-	-

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.

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.

20. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board has no Capital commitments (2024: nil)

(b) Operating Commitments

As at 31 December 2025, the Board has no Operating commitments (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	1,084,845	952,945	916,456
Receivables	639,493	621,325	602,518
Investments - Term Deposits	-	-	200,000
Total financial assets measured at amortised cost	<u>1,724,338</u>	<u>1,574,270</u>	<u>1,718,974</u>

Financial liabilities measured at amortised cost

Payables	641,524	757,856	623,208
Finance Leases	86,698	86,698	102,091
Total financial liabilities measured at amortised cost	<u>728,222</u>	<u>844,554</u>	<u>725,299</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 JOHN MCGLASHAN COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of John McGlashan College (the College). The Auditor-General has appointed me, Heidi Rautjoki, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on pages 2 to 19, 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
 - its 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 29 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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



Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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.

Deloitte.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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

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

Independence

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

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



Heidi Rautjoki
for Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand

Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

The tables below show one way that you could lay this information out. In this format, you will need to copy the rows enough times to cover each of your actions, targets and strategic goals shown in your annual implementation plan.]

Strategic Goal 1:				
He Mātauranga Curriculum				
Annual Target/Goal: To provide a curriculum that best suits our students and the community.				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/ Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Revise, plan and implement a targeted and effective Literacy and Numeracy programme.	We re-newed our Literacy and Numeracy plan to identify 'at risk' students earlier than in previous years. Assimilated them into our Literacy and Numeracy support option subject.	NCEA Results report from 2025	We met our targets in terms of pass rates.	Ongoing but reformed in the 2026 AIP.

Strategic Goal 2:				
He Akoranga Learning				
Annual Target/Goal: To provide equitable, best-practice pedagogical approaches to learning.				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/ Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Ensure all students have equitable access to assessments and to have the opportunity to attain all potential outcomes	Ongoing. Specific interventions for those students who require reader/writer support. Our parent and volunteer community have been instrumental in providing reading and writing support for our students.	Learning support report from 2025.	We have met the target to provide support.	Ongoing but reformed in the 2026 AIP.

Strategic Goal 3:

**He Whanonga Pono
Values**

Annual Target/Goal:
To provide a culturally responsive, values-based learning environment.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Provide learning opportunities that develop student characteristics and capabilities that are consistent with our values.	This was largely a discussion - with no action points in terms 1-3. Waiting until our new Principal Dr. Aaron Columbus to arrive (term 4). Term 4 arrived, New principal, new values, new rigour around explicit teaching and action.	AIP updates each term. Whānau Friday curriculum.	None	We have re-written our school values and have embedded these into our daily actions and behaviours. This has been adopted widely. Further embedding and refinement of our Values curriculum. More explicit teaching of values.

Strategic Goal 4:

**He Hapori
Community**

Annual Target/Goal:
To enable students to be active contributors at school and in the local/global community.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Actively engage our community in service and on curriculum and learning matters.	Community surveys regarding pathways for students were well received. Service opportunities with our key partners have been strengthened	Curriculum survey	This has been moved from a Strategic Action point to an ongoing activity.	Ongoing but reformed in the 2026 AIP.

Strategic Goal 5:

**He Pūnaha
Systems**

Annual Target/Goal:

To provide robust College-wide pastoral care, reporting, personal and career development systems.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/ Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Develop an assessment system for Year 7-10 that is aligned with learning progressions and phases of learning.	Completed for 2025 and into 2026. Further refinements in KAMAR to fully adopt twice-yearly reporting on Numeracy and Literacy	KAMAR semesterised reports.	None	Completed for 2025 and into 2026. Further refinements in KAMAR to fully adopt twice-yearly reporting on Numeracy and Literacy to come in 2027. This work starts in term 4, 2026.

Evaluation and analysis of the school's students' progress and achievement (required)

Literacy and Numeracy in Years 7 and 8

Target 1 (Reading): **Achieved**

- To move 80% or more of Year 7 and 8 students up at least two stages in their See Reader (comprehension) level on the online learning platform Reading Plus.

Target 2 (Writing): **Achieved**

- To move 70% or more of Year 7 and 8 students up at least two steps in their overall writing achievement using e-asTTle writing indicators as a standardised measure.

Target 3 (Mathematics): **Achieved**

- For 80% or more of Year 7 and 8 students to increase their achievement by at least a step within the curriculum level using e-asTTle as the standardised measure.

Years 9, 10 and 11

The primary target for the Year 9, 10 and 11 students is:

1. To ensure that the Base9-based, **overall measure of “added value”** for the Year 11 cohort remains significantly above the mean “added value” scores for all schools in the survey.
- Mean added value: **Achieved**

Senior Student Examination Results for Year 11

The primary target in Year 11 is to have this school's results (in percentages, for NCEA level 1) exceed the mean results for:

1. Boys in similar EQI band Boys' schools in Otago,
2. All students in similar EQI band schools, and
3. Boys in similar EQI band schools.

This is to be achieved in each of the following categories for NCEA level 1 Endorsement: % Merit or Excellence; % Excellence.

	JMC	1. National		2. National		3. National	
		EQI band		EQI band		EQI band	
		Gender: Boys		Gender: ALL		Gender: Boys	
		Schools: Boys (Otago)		Schools: ALL		Schools: Boys	
	2025						
NCEA Lvl 1	96.4		65.5		28		22.9
M+E Endors.	53.8		49.4		60.2		56.2
E Endors.	20		16.4		18.2		17.9

Senior Student Examination Results for Year 12

The primary target in Year 12 is to have this school's results (in percentages, for NCEA level 2) exceed the mean results for:

1. Boys in similar EQI band Boys' schools in Otago,
2. All students in similar EQI band schools, and
3. Boys in similar EQI band schools.

This is to be achieved in each of the following categories for NCEA level 2 Endorsement: % Merit or Excellence; % Excellence.

	JMC	A. National		B. National		C. National	
		EQI band		EQI band		EQI band	
		Gender: Boys		Gender: ALL		Gender: Boys	
		Schools: Boys (Otago)		Schools: ALL		Schools: Boys	
	2025						
NCEA Lvl 2 *	80.2		82.6		78.1		73.6
M+E Endors. *	46.3		41.4		61.1		52.1
E Endors. *	21.7		15.3		25.1		19.9

* Data excludes Yr 12 IB students, reducing likelihood of meeting targets.

Senior Student Examination Results for Year 13

The primary target in Year 13 is to have this school's results (in percentages, for NCEA level 3) exceed the mean results for:

1. Boys in similar EQI band Boys' schools in Otago,
2. All students in similar EQI band schools, and
3. Boys in similar EQI band schools.

This is to be achieved in each of the following categories for NCEA level 3 Endorsement: % Merit or Excellence; % Excellence.

	JMC	A.		B.		C.	
		National		National		National	
		EQI band		EQI band		EQI band	
		Gender: Boys		Gender: ALL		Gender: Boys	
2025	Schools: Boys (Otago)		Schools: ALL		Schools: Boys		
NCEA Lvl 3 *	86.1	74.7	78.4	75.9			
M+E Endors. *	22	33.4	59.8	49.8			
E Endors. *	4.4	14.9	21.8	19.7			

* Data excludes Yr 13 IB students, reducing likelihood of meeting targets. International Baccalaureate



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Statement of Compliance with employment policy

The Board operates an employment policy that complies with the principle of being a good employer. The following are extracts from the Personnel and Appointments Policies.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>The Board strives to maintain a safe working environment free of discrimination or harassment on the basis of race, colour, ethnic or national origin, gender, religion, marital status, family responsibilities, sexual orientation, disability or age, or any other area that is outlined in the Human Rights Act 1993.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>The Board recognises the value to the school of attracting people of diverse backgrounds and talents, and ensures that employment and personnel practices are fair and free of any discrimination or bias.</i> <i>The Board recognises the needs of ethnic and minority groups and the employment requirements of parents and persons with disabilities by responding to all reasonable and achievable requests made by employees.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>The Board shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service.</i>
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	<i>He Kakano is a professional leadership programme with a focus on developing practices that ensure Māori achieve success as Māori. It is aimed at enhancing achievement (academic, social, emotional and cultural) of Māori students in mainstream schools. (See Māori Student Education)</i> <i>As a school that identifies Māori as priority learners, the College will be expected to:</i> <ul style="list-style-type: none">• <i>find opportunities to build evidence in order to improve outcomes for Māori</i>• <i>address issues of achievement, retention, engagement and attendance</i>• <i>ensure classrooms can respond to the cultural needs of Māori students</i>• <i>include whanau as partners in teachers' capability</i>• <i>use data and evidence to help make decisions.</i>



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How have you enhanced the abilities of individual employees?	<i>Each year the Board makes budget provision to support training and development programmes which enhance the abilities of individual employees with the expectation that funds used in this way will be reflected in enhanced employee performance in aspects of their work.</i>
How are you recognising the employment requirements of women?	<i>In making appointments, the Board selects the person most suited to the position in terms of skills, experience, qualifications and aptitude, and on the basis of performance (past, present and potential), and the willingness and capability to assume responsibility.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>The Board recognises the employment requirements of persons with disabilities by responding to all reasonable and achievable requests made by employees.</i>

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

0387 John McGlashan College – Kiwisport Funding Statement

Use of Kiwisport Funding in 2025

John McGlashan College continues to benefit from the government's Kiwisport initiative, which supports student involvement in organised sport. In 2025, the college received \$13,117.29 (excluding GST) in Kiwisport funding.

This funding was used to support the wages of our full-time Sports Coordinator and Director of Sport. Both roles are central to the planning and delivery of sport at the college, each working 40 hours per week across the full year.

Our 2025 sports census data highlights the strength, depth, and reach of sport at the College:

- 398 students involved in sport from a roll of 444 (90% participation)
- Students engaged across a wide range of sports, with strong numbers in rugby (168), basketball (160), hockey (122), touch (107), cricket (86), volleyball (64), and futsal (67)
- Continued strength in both traditional and emerging sports, providing opportunities for a wide range of interests and abilities
- 32 staff involved in sport, including 13 coaches, highlighting strong staff commitment
- 43% of staff contributing to sport, reinforcing the importance of sport across the whole school

This data reflects a strong sporting culture where participation is the priority. Boys are actively encouraged to be involved, often across multiple sports, which supports connection, wellbeing, and engagement with school life.

The Kiwisport funding plays a key role in enabling this. It supports the staffing needed to coordinate over 25 sports, manage competitions, support coaches and volunteers, and ensure students have access to quality sporting opportunities.

We are grateful for this support. It allows us to maintain high participation levels and continue to offer a broad and inclusive sports programme that reflects the values of John McGlashan College.

Kiwisport funding remains an important contributor to sustaining and strengthening sport at the College.