

PUAHUE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1902

Principal: Scott Wilson

School Address: 573 Puahue Road

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Accountant / Service Provider:

Education  *Services.*
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PUAHUE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Puahue School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Lisa April Sharp

Full Name of Presiding Member



Signature of Presiding Member

24th April 2025

Date:

Scott Thomas Wilson

Full Name of Principal



Signature of Principal

24th April 2025

Date:

Puahue School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

| | | 2024 | 2024 | 2023 |
|---|-------|------------------|-----------------------------|------------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Revenue | | | | |
| Government Grants | 2 | 1,560,746 | 1,312,339 | 1,480,808 |
| Locally Raised Funds | 3 | 48,260 | 11,300 | 81,957 |
| Interest | | 15,855 | 6,000 | 9,132 |
| Total Revenue | | 1,624,861 | 1,329,639 | 1,571,897 |
| Expense | | | | |
| Locally Raised Funds | 3 | 30,895 | 500 | 33,943 |
| Learning Resources | 4 | 1,131,767 | 1,005,804 | 1,096,784 |
| Administration | 5 | 96,122 | 89,400 | 83,812 |
| Interest | | 643 | 507 | 855 |
| Property | 6 | 297,354 | 233,272 | 300,723 |
| Total Expense | | 1,556,781 | 1,329,483 | 1,516,117 |
| Net Surplus / (Deficit) for the year | | 68,080 | 156 | 55,780 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 68,080 | 156 | 55,780 |

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



Puahue School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

| | | 2024 | 2024 | 2023 |
|--|-------|--------------|-----------------------------|--------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Equity at 1 January | | 618,707 | 558,246 | 562,927 |
| Total comprehensive revenue and expense for the year | | 68,080 | 156 | 55,780 |
| Contributions from the Ministry of Education - Contribution from MOE-SNUP Te M | | 15,363 | - | - |
| Contributions from the Ministry of Education - Furniture and Equipment Grant | | 7,958 | - | - |
| Equity at 31 December | | 710,108 | 558,402 | 618,707 |
| Accumulated comprehensive revenue and expense | | 710,108 | 558,402 | 618,707 |
| Equity at 31 December | | 710,108 | 558,402 | 618,707 |

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.



Puahue School
Statement of Financial Position
As at 31 December 2024

| | | 2024 | 2024 | 2023 |
|--|-------|--------------|-----------------------------|--------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 211,136 | 197,717 | 47,242 |
| Accounts Receivable | 8 | 102,809 | 86,739 | 129,226 |
| GST Receivable | | - | 15,657 | 2,948 |
| Prepayments | | 7,277 | 7,426 | 5,963 |
| Investments | 9 | 245,326 | 50,000 | 153,776 |
| Transport Investment | | 19,097 | 19,086 | 19,265 |
| | | 585,645 | 376,625 | 358,420 |
| Current Liabilities | | | | |
| GST Payable | | 15,503 | - | - |
| Accounts Payable | 11 | 109,663 | 121,513 | 89,118 |
| Revenue Received in Advance | 12 | 876 | 2,930 | 4,408 |
| Provision for Cyclical Maintenance | | - | - | - |
| Finance Lease Liability | 14 | 3,572 | 4,159 | 4,159 |
| Funds held for Capital Works Projects | 15 | 95,557 | - | 1 |
| | | 225,171 | 128,602 | 97,686 |
| Working Capital Surplus/(Deficit) | | 360,474 | 248,023 | 260,734 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 10 | 381,419 | 337,891 | 386,273 |
| | | 381,419 | 337,891 | 386,273 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 13 | 28,230 | 12,296 | 22,235 |
| Finance Lease Liability | 14 | 3,555 | 15,216 | 6,065 |
| | | 31,785 | 27,512 | 28,300 |
| Net Assets | | 710,108 | 558,402 | 618,707 |
| Equity | | 710,108 | 558,402 | 618,707 |

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



Puahue School
Statement of Cash Flows
For the year ended 31 December 2024

| | | 2024 | 2024 | 2023 |
|---|----------|----------------|-----------------------------|-----------------|
| | Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 430,926 | 328,862 | 328,836 |
| Locally Raised Funds | | 46,205 | 11,300 | 81,858 |
| Goods and Services Tax (net) | | 18,451 | - | 12,709 |
| Payments to Employees | | (178,714) | (184,500) | (170,557) |
| Payments to Suppliers | | (149,062) | (94,166) | (186,392) |
| Interest Paid | | (643) | (507) | (855) |
| Interest Received | | 14,774 | 6,000 | 6,597 |
| Net cash from/(to) Operating Activities | | 181,937 | 66,989 | 72,196 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (27,643) | - | (166,281) |
| Purchase of Investments | | (91,549) | - | (103,776) |
| Net cash from/(to) Investing Activities | | (119,192) | - | (270,057) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 7,958 | - | - |
| Finance Lease Payments | | (3,444) | (4,233) | (2,275) |
| Funds Administered on Behalf of Other Parties | | 96,635 | - | 112,417 |
| Net cash from/(to) Financing Activities | | 101,149 | (4,233) | 110,142 |
| Net increase/(decrease) in cash and cash equivalents | | 163,894 | 62,756 | (87,719) |
| Cash and cash equivalents at the beginning of the year | 7 | 47,242 | 134,961 | 134,961 |
| Cash and cash equivalents at the end of the year | 7 | 211,136 | 197,717 | 47,242 |

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.



Puahue School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Puahue 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 2024 to 31 December 2024 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. 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:

| | |
|--|-------------------------|
| Board-owned Buildings | 34 years |
| Building Improvements | 31-34 years |
| Furniture and Equipment | 4-10 years |
| Information and Communication Technology | 5-10 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 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.

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, finance lease liability, and painting contract liability. Financial liabilities are 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

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 353,825 | 266,072 | 283,579 |
| Teachers' Salaries Grants | 953,256 | 846,469 | 963,121 |
| Use of Land and Buildings Grants | 218,291 | 165,898 | 203,657 |
| Transport Network Disbursements | - | - | 726 |
| Transport Network Income | (168) | - | 179 |
| Other Government Grants | 35,542 | 33,900 | 29,546 |
| | 1,560,746 | 1,312,339 | 1,480,808 |

3. Locally Raised Funds

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

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations and Bequests | 12,443 | 10,300 | 9,763 |
| Fees for Extra Curricular Activities | 29,247 | 500 | 33,251 |
| Fundraising and Community Grants | 6,570 | 500 | 38,943 |
| | 48,260 | 11,300 | 81,957 |
| Expense | | | |
| Extra Curricular Activities Costs | 29,207 | 500 | 32,531 |
| Fundraising and Community Grant Costs | 1,688 | - | 1,412 |
| | 30,895 | 500 | 33,943 |
| Surplus for the year Locally Raised Funds | 17,365 | 10,800 | 48,014 |

4. Learning Resources

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Curricular | 20,905 | 22,400 | 22,703 |
| Employee Benefits - Salaries | 1,047,633 | 920,469 | 1,010,976 |
| Staff Development | 13,367 | 18,900 | 17,631 |
| Depreciation | 49,109 | 42,285 | 44,843 |
| Other Learning Resources | 753 | 1,750 | 631 |
| | 1,131,767 | 1,005,804 | 1,096,784 |

5. Administration

| | 2024 | 2024 Budget | 2023 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Audit Fees | 6,914 | 4,500 | 4,413 |
| Board Fees and Expenses | 7,384 | 8,700 | 9,124 |
| Operating Leases | 606 | - | 310 |
| Other Administration Expenses | 21,180 | 20,400 | 14,189 |
| Employee Benefits - Salaries | 45,540 | 43,000 | 41,778 |
| Insurance | 4,658 | 4,200 | 4,030 |
| Service Providers, Contractors and Consultancy | 9,840 | 8,600 | 9,968 |
| | <u>96,122</u> | <u>89,400</u> | <u>83,812</u> |

6. Property

| | 2024 | 2024 Budget | 2023 |
|-----------------------------------|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Consultancy and Contract Services | 509 | 500 | 430 |
| Cyclical Maintenance | 5,995 | 3,074 | 9,939 |
| Heat, Light and Water | 11,969 | 8,000 | 8,905 |
| Rates | 167 | 200 | 203 |
| Repairs and Maintenance | 17,945 | 14,100 | 32,793 |
| Use of Land and Buildings | 218,291 | 165,898 | 203,657 |
| Employee Benefits - Salaries | 37,969 | 37,500 | 38,510 |
| Other Property Expenses | 4,509 | 4,000 | 6,286 |
| | <u>297,354</u> | <u>233,272</u> | <u>300,723</u> |

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

7. Cash and Cash Equivalents

| | 2024 | 2024 Budget | 2023 |
|---|----------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Bank Accounts | 161,136 | 197,717 | 47,242 |
| Short-term Bank Deposits | 50,000 | - | - |
| Cash and cash equivalents for Statement of Cash Flows | <u>211,136</u> | <u>197,717</u> | <u>47,242</u> |

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

Of the \$211,136 Cash and Cash Equivalents, \$95,557 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$211,136 Cash and Cash Equivalents, \$876 of Revenue Received in Advance is held by the school, as disclosed in note 12.



8. Accounts Receivable

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 367 | 191 | 41 |
| Receivables from the Ministry of Education | 2,389 | - | 834 |
| Interest Receivable | 3,796 | 180 | 2,715 |
| Banking Staffing Underuse | - | 18,108 | 47,241 |
| Teacher Salaries Grant Receivable | 96,257 | 68,260 | 78,395 |
| | <u>102,809</u> | <u>86,739</u> | <u>129,226</u> |
| Receivables from Exchange Transactions | 4,163 | 371 | 2,756 |
| Receivables from Non-Exchange Transactions | 98,646 | 86,368 | 126,470 |
| | <u>102,809</u> | <u>86,739</u> | <u>129,226</u> |

9. Investments

The School's investment activities are classified as follows:

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 245,326 | 50,000 | 153,776 |
| Total Investments | <u>245,326</u> | <u>50,000</u> | <u>153,776</u> |

10. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|-----------------------------|---------------|-----------|------------|-----------------|----------------|
| 2024 | \$ | \$ | \$ | \$ | \$ | \$ |
| Board-owned Buildings | 16,566 | - | - | - | (1,607) | 14,959 |
| Building Improvements | 175,236 | 6,902 | - | - | (6,135) | 176,003 |
| Furniture and Equipment | 151,712 | 11,814 | - | - | (29,017) | 134,509 |
| Information and Communication Technology | 28,379 | 23,935 | - | - | (7,274) | 45,040 |
| Leased Assets | 8,988 | 1,250 | - | - | (4,336) | 5,902 |
| Library Resources | 5,392 | 354 | - | - | (740) | 5,006 |
| | 386,273 | 44,255 | - | - | (49,109) | 381,419 |

The net carrying value of equipment held under a finance lease is \$5,902 (2023: \$8,988)

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.

| | 2024 | 2024 | 2024 | 2023 | 2023 | 2023 |
|--|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Board-owned Buildings | 53,556 | (38,597) | 14,959 | 53,556 | (36,990) | 16,566 |
| Building Improvements | 208,883 | (32,880) | 176,003 | 201,981 | (26,745) | 175,236 |
| Furniture and Equipment | 352,462 | (217,953) | 134,509 | 340,648 | (188,936) | 151,712 |
| Information and Communication Technology | 132,528 | (87,488) | 45,040 | 108,593 | (80,214) | 28,379 |
| Motor Vehicles | 2,217 | (2,217) | - | 2,217 | (2,217) | - |
| Leased Assets | 34,925 | (29,023) | 5,902 | 33,676 | (24,688) | 8,988 |
| Library Resources | 56,163 | (51,157) | 5,006 | 55,809 | (50,417) | 5,392 |
| | 840,734 | (459,315) | 381,419 | 796,480 | (410,207) | 386,273 |

11. Accounts Payable

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Creditors | 4,350 | 48,505 | 3,160 |
| Accruals | 6,909 | 4,285 | 4,413 |
| Employee Entitlements - Salaries | 96,257 | 68,260 | 78,395 |
| Employee Entitlements - Leave Accrual | 2,147 | 463 | 3,150 |
| | <u>109,663</u> | <u>121,513</u> | <u>89,118</u> |
| Payables for Exchange Transactions | 109,663 | 121,513 | 89,118 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | <u>109,663</u> | <u>121,513</u> | <u>89,118</u> |

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---------------------------------|----------------------|-------------------------------------|----------------------|
| Revenue in Advance (Activities) | 876 | 2,930 | 2,681 |
| MOE Income in Advance | - | - | 1,727 |
| | <u>876</u> | <u>2,930</u> | <u>4,408</u> |

13. Provision for Cyclical Maintenance

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 22,235 | 9,222 | 12,296 |
| Increase to the Provision During the Year | 4,705 | 3,074 | 4,447 |
| Use of the Provision During the Year | - | - | - |
| Other Adjustments | 1,290 | - | 5,492 |
| Provision at the End of the Year | <u>28,230</u> | <u>12,296</u> | <u>22,235</u> |
| Cyclical Maintenance - Current | - | - | - |
| Cyclical Maintenance - Non current | 28,230 | 12,296 | 22,235 |
| | <u>28,230</u> | <u>12,296</u> | <u>22,235</u> |

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2028. This plan is based on the schools painting quotes, adjusted for inflation.



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:

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 3,944 | 4,159 | 4,751 |
| Later than One Year and no Later than Five Years | 3,706 | 15,216 | 6,460 |
| Future Finance Charges | (523) | - | (987) |
| | <u>7,127</u> | <u>19,375</u> | <u>10,224</u> |

Represented by

| | | | |
|---------------------------------------|--------------|---------------|---------------|
| Finance lease liability - Current | 3,572 | 4,159 | 4,159 |
| Finance lease liability - Non current | 3,555 | 15,216 | 6,065 |
| | <u>7,127</u> | <u>19,375</u> | <u>10,224</u> |

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

| 2024 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions | Closing Balances \$ |
|----------------------------------|-------------|---------------------------|----------------------------|----------------|------------------------|---------------------------|
| Bathroom Reconfiguration Project | 248867 | - | 103,611 | (8,054) | - | 95,557 |
| Totals | | <u>-</u> | <u>103,611</u> | <u>(8,054)</u> | <u>-</u> | <u>95,557</u> |

Represented by:

| | |
|---|--------|
| Funds Held on Behalf of the Ministry of Education | 95,557 |
| Funds Receivable from the Ministry of Education | - |

| 2023 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions | Closing Balances \$ |
|-------------------------------------|-------------|---------------------------|----------------------------|----------------|------------------------|---------------------------|
| SIPS,AMS,LSC,5YA, A, D, ILE Upgrade | 216666 | (77,476) | 63,456 | 14,020 | - | - |
| Replace Pool Shed | 216665 | (37,205) | - | 37,205 | - | - |
| Totals | | <u>(114,681)</u> | <u>63,456</u> | <u>51,226</u> | <u>-</u> | <u>-</u> |

Represented by:

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

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, Principal, Deputy Principals and Heads of Departments.

| | 2024 Actual \$ | 2023 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 2,690 | 2,650 |
| <i>Leadership Team</i> | | |
| Remuneration | 360,115 | 152,113 |
| Full-time equivalent members | 3.00 | 1.00 |
| Total key management personnel remuneration | <u>362,805</u> | <u>154,763</u> |

There are 6 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 1

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

| | 2024 Actual \$000 | 2023 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 140 - 150 | 140 - 150 |
| Benefits and Other Emoluments | 4 - 5 | 3 - 4 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2024 FTE Number | 2023 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | 4.00 | 3.00 |
| | <u>4.00</u> | <u>3.00</u> |

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:

| | 2024 Actual | 2023 Actual |
|------------------|------------------------|------------------------|
| Total | \$0 | \$0 |
| Number of People | 0 | 0 |

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$95,557 (2023: \$0) as a result of entering the following contracts:

| Contract Name | Remaining Capital Commitment \$ |
|----------------------------------|--|
| Bathroom Reconfiguration Project | 95,557 |
| Total | 95,557 |

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 2024 (Operating commitments at 31 December 2023: 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

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 211,136 | 197,717 | 47,242 |
| Receivables | 102,809 | 86,739 | 129,226 |
| Investments - Term Deposits | 245,326 | 50,000 | 153,776 |
| Total financial assets measured at amortised cost | 559,271 | 334,456 | 330,244 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|--------|
| Payables | 109,663 | 121,513 | 89,118 |
| Finance Leases | 7,127 | 19,375 | 10,224 |
| Total financial liabilities measured at amortised cost | 116,790 | 140,888 | 99,342 |

22. Events After Balance Date

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

23. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Puahue School

Members of the Board

| Name | Position | How Position Gained | Term Expired/ Expires |
|-----------------|-----------------------|------------------------------------|--------------------------------------|
| Cedric Crow | Presiding Member | Elected | Dec 2024 |
| Scott Wilson | Principal | ex Officio | |
| Lisa Sharp | Parent Representative | Elected | Sep 2025 |
| Samantha Sunde | Parent Representative | Elected | Sep 2025 |
| Francine Jones | Parent Representative | Elected | Sep 2025 |
| Jemimah Steyn | Parent Representative | Elected | Apr 2024 |
| Erika Dadson | Parent Representative | Co-opted | Sep 2025 |
| Rebecca Baldwin | Parent Representative | Co-opted | Sep 2025 |
| Julie Choppin | Staff Representative | Elected | Sep 2025 |

Puahue School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2,397 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Puahue 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.

How we have given effect to Te Tiriti o Waitangi?

The school has demonstrated its commitment to Te Tiriti o Waitangi by actively promoting a bicultural learning environment that honors and respects Māori culture and traditions. Through initiatives such as incorporating te reo Māori and tikanga Māori into the curriculum, the school provides students with opportunities to learn and appreciate the language and customs of the tangata whenua. Additionally, the school fosters partnerships with local iwi and community groups to ensure that Māori perspectives and knowledge are included in educational programs and activities. By acknowledging the principles of partnership, participation, and protection, the school creates an inclusive atmosphere that recognizes the value of Māori identity and cultural heritage.

Statement of Variance Reporting



| | | | |
|-----------------------|--|-----------------------|------|
| School Name: | Puahue School | School Number: | 1902 |
| Strategic Aim: | All children are able to access the New Zealand Curriculum (NZC) as evidenced by progress and achievement in relation to the Curriculum Expectations. | | |
| Annual Aim: | To reduce the number of students who are not reaching their expected Maths milestones based on the 2023 end of year assessment from 6% (7) to 4% (5) below. | | |
| Target: | <ul style="list-style-type: none"> To reduce the number of students who are at risk of or are not achieving at their expected achievement level from 6% (7) to 4% (5). To reduce the number of year 3 students who are at risk of or are not achieving their expected achievement level from 13% (3) to 8% (2). To reduce the number of year 5 students who are at risk of or are not achieving their expected achievement level from 18% (3) to 12% (2). | | |
| Baseline Data: | <ul style="list-style-type: none"> The end mid-year information showed that 6% (7) students were below the end of year expectation. | | |

| 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>Review assessment data with staff and determine the particular learning needs of target students to accelerate progress, determine how teacher aide time will be allocated to students who require additional assistance.</p> <p>Hold monitoring meetings to discuss the progress of target students as a whole staff, each term, IEP's to be regularly reviewed and monitored by the SENCO and LSC.</p> <p>Use BOT funds to support withdrawal programs based on the ALiM/ALiL Model. Targeting specific priority learners Review existing</p> <p>Communicate with families' ways of supporting students at home via newsletter and personal contact for target students.</p> <p>Moderate assessment practice across the school to ensure consistency across the staff using OTJ</p> <p>Monitor and evaluate the effectiveness of teaching practice and tailor PD throughout the year to meet the needs of students in each class.</p> | <p>Whole school cohort 133/152- (87.5% achieving at expected level)</p> <p>Boys/ Girls (no disparity)</p> <ul style="list-style-type: none"> 83/95 (87%) of our boys are achieving at the expected maths level for their age. 50/57 (88%) of our girls are achieving at the expected maths level for their age <p>Maori Student Cohort – Results showed that 19/21 (90%) of our Maori students are achieving at the expected maths level for their age (no disparity).</p> <p>Priority learners -(16 Students closely monitored for maths)</p> <ul style="list-style-type: none"> 3/16 (19%) Priority learners are achieving at the expected maths level for their age now. 2 (13%) have made accelerated progress 9 (56%) have made sufficient progress 5 (31%) have made insufficient progress | <p>When comparing whole school data curriculum expectations can be attributed to;</p> <ul style="list-style-type: none"> Quality teaching practices, moderated across the school, Teacher use of Analysis of needs for each student in their class Monitoring of support provided for priority students. The number of well below students has dropped across the school due to the success of ALiM strategies where teachers preload information prior to lessons so priority learners make accelerated progress in maths rather than teaching remedial skill gaps. | <p>Strengthen staff numeracy knowledge in school.</p> <p>Teachers planning specific support for students working with teacher aides during the year.</p> <p>Moderate reading practices and assessments across the school to develop consistency of practice.</p> <p>Set new targets for 2024 in relation to year groups in reading, writing and Mathematics.</p> <p>target priority learners with teacher aides supporting teachers to preload information to be taught focused on literacy and numeracy</p> |
| Planning for next year: | | | |
| <p>Planning for next year:</p> <p>The following points will be features of planning for 2024:</p> <ul style="list-style-type: none"> Teacher reflection as part of ongoing appraisal documentation, including class targets in reading, writing and maths including specific children who they will monitor, and report on. Participate in Assessment for Learning PLD focused on lifting student achievement in literacy in a culturally responsive way Use Teacher Aides from BOT funds to support withdrawal and in-class programs based on the ALiM/ALiL Model. Targeting specific priority learners | | | |

Statement of Variance Reporting



| | | | |
|-----------------------|---|-----------------------|------|
| School Name: | Puahue School | School Number: | 1902 |
| Strategic Aim: | All children are able to access the New Zealand Curriculum (NZC) as evidenced by progress and achievement in relation to the Curriculum Expectations. | | |
| Annual Aim: | To reduce the number of students who are not reaching their expected Reading milestones based on the 2023 End of year assessment from 10% (11) to 6%(6) below. | | |
| Target: | <ul style="list-style-type: none"> • To reduce the number of year 2 students who are at risk of or are not achieving at their expected achievement level from 15% (4) to 8% (2). • To reduce the number of year 3 students who are at risk of or are not achieving at their expected achievement level from 13% (3) to 9% (2). • To achieve accelerated learning for the 100% (11) students who are identified as below. | | |
| Baseline Data: | 2023 end-of-year information showed that 10% (11) students were below the end-of-year expectation | | |

| 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>Review assessment data with staff and determine the particular learning needs of target students to accelerate progress, determine how teacher aide time will be allocated to students who require additional assistance.</p> <p>Hold monitoring meetings to discuss the progress of target students as a whole staff, each term, IEP's to be regularly reviewed and monitored by the SENCO and LSC.</p> <p>Use BOT funds to support withdrawal programs based on the ALiM/ALiL Model. Targeting specific priority learners. PLD focused on lifting student achievement in literacy in a culturally responsive way.</p> <p>Communicate with families ways of supporting students at home via newsletter and personal contact for target students.</p> <p>Moderate assessment practice across the school to ensure consistency across the staff using OTJ's.</p> <p>Monitor and evaluate the effectiveness of teaching practice and tailor PD throughout the year to meet needs of students in each class.</p> | <p>Whole school cohort 139/152- (92% achieving at expected level)</p> <p>Boys/ Girls (no disparity) 84/94 (90%) of our boys are achieving at the expected maths level for their age.</p> <p>55/57 (96%) of our girls are achieving at the expected maths level for their age</p> <p>Maori Student Cohort – Results showed that 19/21 (90%) of our Maori students are achieving at the expected reading level for their age (no disparity).</p> <p>Priority learners -(19 Students closely monitored for reading)</p> <p>6/15 (40%) Priority learners are achieving at the expected reading level for their age now.</p> <p>12/15 (80%) have made accelerated progress</p> <p>1 (7%) have made sufficient progress</p> <p>2 (13%) have made insufficient progress</p> | <p>Quality teaching practices, moderated across the school.</p> <p>Teacher use of Analysis of needs for each student in their class.</p> <p>Monitoring of support provided for priority students.</p> <p>The number of well below students has dropped across the school due to the success of ALL strategies where teachers preloading information prior to lessons so priority learners make accelerated progress in literacy rather than teaching remedial skill gaps.</p> <p>Use of a skilled Reading recovery teacher to support 1-1 interventions as well as small group interventions targeted at the junior students primarily year ½.</p> | <p>Continue to provide Reading interventions with a non-classroom committed teacher. Using both whole language as well as structured literacy approach</p> <p>Introduce early literacy support for 5.5-year-old students at risk of not meeting curriculum expectations.</p> <p>Teachers planning specific support for students working with teacher aids during the year.</p> <p>Moderate literacy assessment across the school and across Waipa writing moderation group of schools to ensure consistency of practice.</p> <p>Set new targets for 2025 in relation to priority learners and not whole school or year level cohorts.</p> <p>Utilise the Learning Support Coordinator to support priority learners and staff.</p> |
| Planning for next year: | | | |
| <p>The following points will be features of planning for 2025:</p> <p>Teacher reflection as part of ongoing appraisal documentation, including class targets in reading, writing and Maths including specific children who they will monitor.</p> <p>Employ a release teacher who will deliver a reading/literacy intervention programme using both whole language and a structured literacy approach. 0.5</p> | | | |

Statement of Variance Reporting



| | | | |
|-----------------------|---|-----------------------|------|
| School Name: | Puahue School | School Number: | 1902 |
| Strategic Aim: | All children are able to access the New Zealand Curriculum (NZC) as evidenced by progress and achievement in relation to the Curriculum Expectations. | | |
| Annual Aim: | To reduce the number of students who are not reaching their expected Writing milestones based on the 2023 end of year assessment from 12% (13) to 8% (9) below. | | |
| Target: | <ul style="list-style-type: none"> • To reduce the number of year 2 students who are at risk of or are not achieving their expected achievement level from 19% (5) to 11% (3). • To reduce the number of year 3 students who are at risk of or are not achieving their expected achievement level from 21% (5) to 15% (3). • To reduce the number of year 5 students who are at risk of or are not achieving their expected achievement level from 18% (3) to 12% (2). | | |
| Baseline Data: | The end of year information showed that 12% (13) students were below the end of year expectations. | | |

| 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>Review of assessment data with staff and determine the particular learning needs of target students to accelerate progress, determine how teacher aide time will be allocated to students who require additional assistance.</p> <p>Hold monitoring meetings to discuss the progress of target students as a whole staff, each term, IEP's to be regularly reviewed and monitored by the SENCO and LSC.</p> <p>Communicate with families' ways of supporting students at home via newsletter and personal contact for target students.</p> <p>Moderate assessment practice across the school to ensure consistency across the staff using OTJ</p> <p>Monitor and evaluate the effectiveness of teaching practice and tailor PD throughout the year to meet the needs of students in each class.</p> | <p>Whole school cohort 130/152- (85% achieving at expected level)</p> <p>Boys/ Girls (no disparity)</p> <ul style="list-style-type: none"> 71/84 (85%) of our boys are achieving at the expected maths level for their age. 54/57 (95%) of our girls are achieving at the expected maths level for their age. <p>Maori Student Cohort – 17/21 (81%) are achieving at the expected level for their age (no disparity).</p> <p>Priority learners -(15 Students closely monitored for Writing)</p> <ul style="list-style-type: none"> 5/12 (42%) Priority learners are achieving at the expected Writing level for their age now. 9/12 (75%) have made accelerated progress. 1 (8%) have made sufficient progress. 2 (17%) have made insufficient progress. | <p>When comparing whole school data curriculum expectations can be attributed to;</p> <p>Quality teaching practices, moderated across the school, Teacher use of Analysis of needs for each student in their class</p> <ul style="list-style-type: none"> Monitoring of support provided for priority students. The number of well below students has dropped across the school due to the success of ALL and ALiM strategies where teachers preload information prior to lessons so priority learners make accelerated progress in writing rather than teaching remedial skill gaps. | <p>Continue to provide Reading recovery with a non-classroom committed teacher.</p> <p>introduce early literacy support delivered by the reading recovery teacher.</p> <p>Teachers planning specific support for students working with teacher aides during the year.</p> <p>Moderate literacy assessment across the school and across Waipa writing moderation group of schools to ensure consistency of practice.</p> <p>Set new targets for 2024 in relation to priority learners and not whole school or year level cohorts</p> <p>Utilise the new Learning Support Coordinator to support priority learners and staff.</p> <p>Use MOE PLD to visit assessment for learning practices.</p> |
| Planning for next year: | | | |
| <p>Planning for next year:</p> <p>The following points will be features of planning for 2024:</p> <ul style="list-style-type: none"> Ensuring there is a clear connection of student goals in writing in conjunction with curriculum level progression in each class. (children articulating their goals in plain language) Participate in Assessment for learning PLD focused on lifting student achievement in literacy in a culturally responsive way withdrawal programs based on the ALiM/ALiL Model. Targeting specific priority learners. Early literacy support programs were implemented for 5.5 year olds. Small group intervention with literacy teacher. | | | |

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: Growing learner capability | | | | |
| Annual Target/Goal: | | | | |
| As per the annual implementation plan | | | | |
| Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal. | What did we achieve? What were the outcomes of our actions? What impact did our actions have? | Evidence This is the sources of information the board used to determine those outcomes. | Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them. | Planning for next year – where to next? 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. |
| Action 1 - Improve teaching pedagogy to enhance teaching practices benefiting students learning outcomes. | Target groups of learners are identified based on assessment data and teacher knowledge to ensure focused support, accelerating student progress. Prior assessment information and understanding of students guide planning, particularly for Māori and priority learners, fostering equitable outcomes. The Learning Support Coordinator (LSC) and Senior Leadership Team (SLT) track student achievement in Reading, Writing, and Maths, ensuring ongoing monitoring and intervention to ensure progress and or acceleration. | The School used various types of evidence to monitor the impact of these actions, including: - Standardised test results (e.g., PATs,Running records, GLoSS, JAM) - Progress and achievement data for target groups - Reports from principal on student progress in Reading, Writing, and Maths - Longitudinal tracking of students in Years 1, 3, and 5 in Maths from 2024 onward - Student surveys and feedback on learning experiences Attendance and engagement data Parent/whānau surveys and consultation meetings | In 2024, the school identified minimal disparity between gender groups and between Māori and non-Māori students. While no significant disparity was evident (with a 10% variance), data showed that in reading and writing, boys were slightly overrepresented in the below-expectation category for their age or year level. In Maths, our Māori cohort demonstrated a disparity, achieving 11% higher across the board than non-Māori. | With the rollout of two new curriculum areas for English and Mathematics in 2025, our focus will remain on improving teaching pedagogy to enhance practices that benefit student learning outcomes. However, this improvement will be tailored to the adoption and effective implementation of the new curriculum within the school. |
| Action 2 - Growing our localised curriculum Adopting the refreshed curriculum | Due to the change in government and its shift in revising the New Zealand Curriculum, minimal progress was made in this area by the school. However, later in the school year, the | – Records from leadership meetings discussing curriculum changes and the review of maths program providers. – Comparative analysis of the four maths programs, including | With the election of the National government, the planned refresh of the New Zealand Curriculum was paused, creating uncertainty around the direction and timeline for implementation. | In 2025, the school will prioritise the implementation of the "new" English and Mathematics curriculum, ensuring that both areas are fully |

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| | <p>leadership team conducted a review of four maths program providers to identify the best support for implementing the new Mathematics curriculum. The school selected Prime Math as the tool to support the NZC.</p> | <p>strengths, weaknesses, and alignment with the new curriculum.</p> <ul style="list-style-type: none"> – Emails, proposals, or communications with the Ministry of Education and programme providers. – Staff undertook 2 PLD days with the local Prime Math facilitator – Reports presented to the Board outlining the school's approach to curriculum changes and program | <p>This shift resulted in schools receiving limited guidance and support for progressing with curriculum changes. As a result, our school temporarily scaled back work in this area while awaiting further clarity from the Ministry of Education. Despite this pause, the leadership team remained proactive, reviewing potential maths programs to align with the anticipated curriculum updates and ensuring staff were prepared for future changes.</p> | <p>integrated into teaching practices</p> <p>This will involve providing targeted professional development for teachers, aligning existing resources with the new curriculum, and supporting staff in adapting their pedagogical approaches to meet the updated learning goals.</p> <p>Collaborative planning sessions will be held to ensure consistency and coherence across year levels, with a focus on fostering an inclusive, culturally responsive learning environment that supports all students' needs. This strategic approach will ensure a smooth and effective transition, setting students up for success under the revised curriculum framework.</p> |
| <p>Action 3 - Acceleration and disparity</p> <p>-Close the disparity between Maori and Non-Maori learners.</p> <p>-Close the gap between male and female learners.</p> | <p>The school leadership team, in collaboration with staff, identifies and monitors priority learners for acceleration, ensuring that tailored strategies are implemented to support their progress. Monitoring and tracking the achievement of priority learners, with a specific focus on Māori students and gender groups, to identify any potential disparities in their learning outcomes.</p> | <p>Priority learners are reported to the Board each term, with detailed tracking of their progress and acceleration. This ongoing monitoring is integral to our program evaluation, ensuring that the effectiveness of interventions is regularly assessed and adjustments are made as needed. Clear, data-driven insights, ensures transparency and accountability in the pursuit of improved outcomes for our priority learners. This process also helps identify areas of success and any emerging challenges, enabling timely and targeted support to drive continued progress.</p> | <p>We believe we have been successful in monitoring and closing disparities, as well as accelerating the progress of priority learners throughout 2024. We have seen notable improvements in student outcomes. Our data-driven approach, combined with a commitment to addressing the specific needs of Māori students and other priority groups, has enabled us to narrow achievement gaps and support students in reaching their full potential. This success reflects the effectiveness of our strategies and the dedication of our staff to fostering an inclusive and equitable learning environment.</p> | <p>Monitoring and tracking the progress of priority learner groups and their acceleration will continue to be a key focus within our school. We are committed to maintaining a strong, data-driven approach to ensure that these students receive the support they need to succeed. By consistently reviewing their progress, identifying emerging needs, and adjusting strategies accordingly, we aim to sustain and build on the gains made in closing achievement gaps. This ongoing focus will help us ensure that all learners are given the opportunity to thrive and reach their full potential.</p> |
| <p>Action 4 - Property Enhancements Complete the Board funded, PTA supported and MOE 5YA building projects to support safe learning in a range of settings</p> | <p>In 2024, the school's 5YA plan was approved to create two additional breakout spaces and upgrade the student toilets. This initiative, which was a key goal for the year, faced</p> | <p>Project Approval Documents: The approved 5YA plan outlining the scope, budget, and goals of the property projects.</p> <p>- Communication from the Ministry of Education</p> | <p>N/A</p> | <p>Due to complete and close out property projects in 2025.</p> |

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| | <p>some delays due to the timelines of other stakeholders. As a result, the project entered the build phase towards the end of the year, with work extending into 2025. Despite the delayed timeline, the project remains a priority, and its completion will significantly enhance the learning environment, providing students with improved facilities that support both collaboration and well-being.</p> | <p>or other relevant authorities confirming the approval.</p> <ul style="list-style-type: none">- Architect's designs, blueprints, and space utilization plans for the breakout spaces and upgraded toilets.- Regular updates from contractors and project managers on timelines, milestones, and any delays.- Budget allocations, expenditure reports, and receipts showing how funds have been allocated and spent on the projects. | | |
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