

# Annual Report 2024



OHINEWAI SCHOOL

*"Rural School of Our Future"*



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**OHINEWAI SCHOOL**

*“Rural School of Our Future”*



## Presiding Members Report, 2024

As we come to the end of what has been a truly remarkable year, I stand before you reflecting on both the challenges and the triumphs we have experienced together as a school community. It's hard to believe how quickly this year has flown by – it feels like only yesterday we were starting the year, and now, here we are, celebrating all we have achieved.

This year has undoubtedly been a challenging one, but through it all, we have worked relentlessly to govern and guide our school towards greater success. As a Board of Trustees, we have made sure that every decision and every effort has been in the best interest of our students, our staff, and our community. Together, we've seen remarkable outcomes, and it is with great pride that I can say that this year has been one of growth, progress, and transformation.

One of the most visible changes we've seen this year is the stunning refresh of our school's exterior, apart from our Race Car Track as Mat mentioned, and the relocation and replanting of our school gardens. Our school is now proudly wearing fresh, new colours, which not only enhance its appearance but also reflect the vibrancy and energy of our students and staff. This is just one example of the many ways we have worked to ensure our school remains a welcoming, dynamic space for all. Further to this we have upgraded the pool filter, most of you have probably heard how the water is now salty, this is because we found a much more efficient and cost-effective system and had that added at the beginning of the term, I hope you guys are enjoying this as the pool is something I pride the school on having.

It is also a time of transition for us as we say a heartfelt farewell to our principal, Mr. Govender, who has led this school with great dedication for the past 11 years. Mr. Govender's leadership has shaped the direction of this school in ways that will continue to benefit us for many years to come. His commitment to excellence and passion for the education of our children has been unwavering, and we wish him and Thilo all the best as he embarks on new ventures across the ditch.



At the same time, we are filled with excitement as we welcome our new principal, Mrs. Boldero, a face many of us are already very familiar with. Mrs. Boldero has been a part of our school for some time and has already proven herself to be a dedicated, passionate leader who cares deeply about our students and their futures. We are thrilled to have her step into this new role and look forward to working alongside her in the year ahead as we continue to grow and shape the future of our school together.

I'm not sure about the rest of the BOT members, but I certainly didn't expect to be part of the Board of Trustees principals employment committee when I signed up for being a board member! To be honest, it has been both an equally thrilling and terrifying experience. And I can say that it has been an invaluable journey, one that has allowed us to reflect on the values that our rural school holds dear, and what we envision for its future.

This was not just about selecting a new leader; it was about shaping the direction of our school for years to come. Our rural community, with its unique challenges and strengths, deserves a leader who can guide our students toward success while honoring the traditions that make us who we are. Throughout this process, I have come to appreciate how critical it is for us to keep our values at the forefront of every decision.

I would like to take a moment to express my heartfelt gratitude to the other board members who were part of this committee. Their dedication and tireless commitment have been instrumental in ensuring that we selected the very best candidate. We all devoted countless hours to reading through copious extensive documents, attending numerous meetings, and engaging with every step of the process.

Tonight is about celebrating the successes of our children. And while many will walk away with certificates recognising their outstanding success, each of you have your own successes to celebrate this year. You all deserve to be celebrated for your hard work and perseverance this year, whether you learnt how to spell the word Ohinewai, finished your first ever chapter book, or finally learnt how to find the multiplicative inverse of a number - give yourselves a big pat on the back.



And of course, we all know our kiddos don't achieve these successes without the help of the passionate and experienced staff at Ohinewai. We thank our teachers, learning support staff, and of course Mrs J for all of their hard work throughout the year and hope you will take some time over the next week to express your gratitude for their efforts.

We are also deeply grateful for the ongoing support of our school community, and we truly value the input we receive from you. Whether you have shared your thoughts with us in person, via email, or through our surveys, your ideas and feedback are incredibly important to us. We are committed to being an open, responsive Board, and we thank those of you who have taken the time to contribute and help shape the direction of our school.

As we close out this year, we look to the future with optimism and excitement. Next year promises to be another year of opportunity, growth, and success. We are ready to face the challenges ahead, and with your continued support, we know that we can achieve even more together.

Mathew Griffin & Bree Logan

Board Member Names	Date that the Board Member's Term finishes
Leah Boldero	Principal
Mike McCurry	Teacher Rep,
Mathew Griffin	September 2025
Bree Logan	September 2025
Sarah Coombe	September 2025
Anneka deThierry	September 2025
Makere Thompson	September 2025
Katie Wigmore	Secretary

# OHINEWAI SCHOOL

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## ANNUAL PLAN



2024 / 2025

### Strategic Goals

**Focus on CORE Curriculum areas**

**Creating an innovative curriculum through Effective Teaching**

**Engaging in collaborative learning Partnerships**

### Board Primary Objectives

- 1a) Every student attains their highest.
- 2b) Give effect to all national curriculum & assessment priorities.
- e) Comply with Education Act 2020

- 1b) Safe, discrimination free environment not impinging on any human rights.
- c) Inclusive school
- d) Gives effect to Te Tiriti o Waitangi

- 2b) As above
- d) Comply with Kahui Ako memorandum of agreement.

- 1b) As Above
- c) As above
- d) As above

- 2b) As above
- c) Financially responsible
- d) As above
- 3) As above

### Links to Education requirements

Learners at the centre

Quality Teaching & Leadership

Future of Learning & Work

Quality Teaching & Leadership

Barrier-free access

World Class & inclusive

### What do you expect to see?

Improved student achievement to reach EQUITY in Reading, Writing, Maths between GENDER and Demographic Groups

Learning Through Play

STEAM

Inquiry Learning

Engagement in PGC

Site improvements  
Learning environment improvements

Whānau support group

Re-establishment of rural character

70% attending 90% of the time

### How will you measure success?

Student achievement data

Learning Stories

Reflective Journals

Photographic evidence

Surveys

Attendance data

**Our Best Always**

**He Rawe Mo Ake Tonu**

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## NELP ACTION PLAN



### Learners at the centre

#### COMMITMENT

Learners with their Whānau are at the centre of education.

We will ensure that all students will be prepared for success.

#### STRATEGIES

We will provide a safe place for learning, which is inclusive and free from racism, discrimination and bullying.

We hold high expectations for every learner / ākonga, and support our learners by partnering with their whānau.

We will design and deliver education that responds to individual needs which sustains their identities language and culture.

#### ACTIONS / DELIVERABLES

Integrate 21st Century skills throughout the curriculum

Extended student digital learning capabilities to personalise learning while also promoting digital citizenship.

Personalised and differentiated learning using UDL and Hero as a Graduate Profile.

Local Curriculum focus.

### Barrier-free access

#### COMMITMENT

Great education opportunities and outcomes are within reach for every learner

We will assist all students to be healthy and well, so they can learn, thrive and reach their goals.

#### STRATEGIES

We will reduce barriers to education for all, including Māori and Pacific learners/ ākonga, disabled learners and those with learning support needs.

We will ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy

#### ACTIONS / DELIVERABLES

Design learning for students where they are given more choice, responsibility and say over their learning

Develop a curriculum that is culturally responsive and pedagogically engaging.

Implement a system to help families in need access available school and community resources

Demonstrate a caring pedagogy that values and honours diversity.

Provide opportunities for all students to thrive and flourish across all curriculum areas.

### Quality teaching and leadership

#### COMMITMENT

Quality teaching and leadership make the difference for learners and their whānau

We will ensure our staff is engaged, supported and valued, and able to support our students to reach their goals.

#### STRATEGIES

We will meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Ohinewai school.

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

#### ACTIONS / DELIVERABLES

Hiring and retaining High quality staff

Focused Professional Development for staff

Wellbeing check in for staff and students

Consciously make decisions that allow staff to be effective practitioners whilst maintaining a work-life balance.

Empower teachers and learners and release human creativity.

We will ensure that all parents are provided opportunities to be involved and engaged in their child's learning.

### Future of learning and work

#### COMMITMENT

We will collaborate with our community and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in the workforce.

#### STRATEGIES

We will collaborate with our community and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in the workforce.

#### ACTIONS / DELIVERABLES

Academic and career pathways for relevance and engagement.

Sustaining and growing community partnerships to better our students

Parent engagement and support for parents in need.

Ensure all parents are engaged with "Hero" to monitor and support their child's learning.

Increase high quality community partnership opportunities

Enable our students to confidently have effective and positive transitions within and across learning environments

### World-class inclusive education

#### COMMITMENT

New Zealand education is trusted and sustainable

We will ensure we are stewards of our community's resources while offering efficient and effective learning spaces.

#### STRATEGIES

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

Maintain and enhance a safe learning and working environment

Maintain building and grounds.

21st Century Learning Spaces

#### ACTIONS / DELIVERABLES

Create a plan to identify future facility needs based on enrollment projections, curriculum needs, special education, environmental and 21st Century learning opportunities.

Recognise and celebrate learners' identities, languages, abilities and talents.



## Ohinewai School 2025: Statement of Variance

**Learning through Play** - Play is a child's natural way of exploring the world. Play is purposeful and joyful. At Ohinewai School play provides rich opportunities for aakonga (learners) to engage in all areas of the curriculum. In the classroom aakonga are inquisitive and solve problems through exploration, Research proves that purposeful play is essential in the holistic development of aakonga. Play supports the development of creative and critical thinking, resilience, courage, language and social skills. Play is interactive, collaborative and develops powerful relationships. Reading, writing and mathematics will be woven into our learning through play curriculum. During this time, aakonga will continue to receive explicit teaching in literacy and numeracy based on their needs. We work closely with Longworth Education to ensure our play based theory is continually updated.

**Creative Inquiry** - Is a natural progression that builds on from learning through play. Through creative inquiry aakonga (learners) explore real world issues that are meaningful to them. Using their own strengths and interests, they investigate a question that sparks curiosity. Throughout the process Aakonga explores different areas of the curriculum relevant to their inquiry. With guidance from their Kaiako (teachers) they will think critically, reflect and look forward to the future. Reading, writing and mathematics will be woven into our learning through play curriculum. During this time, aakonga will continue to receive explicit teaching in literacy and numeracy based on their needs. The participation of the William Pike Challenge by year 7 and 8 students further extends their individual passion projects and service to the community.

**Teaching as Inquiry:** We support our teachers by providing and creating conditions and learning settings where curiosity is encouraged, developed, and sustained. Teaching as Inquiry is essential to opening up thinking, changing practice, and creating dramatically more innovative approaches to learning and teaching. Teaching as Inquiry as a process is all about being willing to take risks, to be wrong, to fail in your endeavours and then change direction and start again. It is about reflecting on what you do and then changing your practice – sometimes in a small way, sometimes much bigger. You may change your practice for a small group of learners, target or priority learners for instance, or you may focus on the whole class. Evidence of TAI will be seen in planning, termly reflections, and built into the teacher growth cycle, which is important for teacher practice and student achievement.

**Quality Teaching and Learning:** Continue to enhance and further develop effective learner centred pedagogy in mathematics and literacy, using achievement data and Teaching as Inquiry effectively, to enable and improve progress and achievement for students in relation to the National Curriculum. We also work closely with Longworth Education to ensure our learning through play / inquiry practice is effective and informed, using research and observations to enhance continued growth in our pedagogy.

**Learning to Learn:** Further develop learning to learn strategies and supportive pedagogies to enable learners to grow their capability to learn how to learn through personalised learning approaches.



**Inclusiveness:** Enhance and further develop effective culturally responsive pedagogies to ensure cultures are recognised and valued and learning needs are met.

**Leadership Opportunities:** We are committed to developing the skills and leadership of all Ohinewai students to:

- Gain confidence by demonstrating their leadership abilities in real situations.
- Gain skills that will prepare them to lead in the wider communities and future workplace.
- Develop resilience to face and cope with challenges and increase trust in their abilities to make good choices.
- Embrace the opportunities provided through the William Pike Challenge for our year 7 and 8 students.
- Participate in formal student council duties
- Year 8 students Attend annually the student GRIP Leadership conference.

## Learning Support Initiatives

Students below or at risk of not progressing will be identified. Individual planning will be evident in classroom planning.

In class learning support will be allocated to support students to achieve their identified priority goals. Outside support will be applied for by LSC leader where possible.

All learners achieving below the expected level as per our December data 2024 will be **priority learners for 2025**, they will have their progress tracked and closely monitored by management and classroom teachers, using our school management system “Hero”, and Appraisal schedule. Highlighted target cohorts will have individual conferences to help monitor and set individual learning goals.

Identified target students will have at least three Kotahitanga Hui’s with whanau this year.

This year we will also provide extension learning for our **well above** students, to ensure not just given “busy work”.

## Annual Writing Aim

Analysis of school wide **writing** data in March 2025 identified concerns in our **Year 6 cohort (Year 7 - 2025)**, split equally between boys and girls, 30% of this cohort are achieving at or above the expectation. Extending the 14% who are above in this Year cohort will also be a focus. The year 5 cohort (year 6 - 2025) with 57% below in writing are also of concern and will be closely monitored, through Hero and assessment. Last year's 5 & 6 cohort experienced four changes of teachers in one year which may have impacted on end of year results.



## Baseline Data

Analysis of 2024 school - wide writing data for **ALL Students** indicates the following results in **Writing**

Writing All Students 0-8	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All Students	7	6%	40	35%	56	48%	13	11%	118
Maori	4	8%	17	33%	28	55%	2	4%	51
Pasifika					1	100%			1
Asian					2	67%	1	33%	3
MELLA					2	100%			2
European/ Pakeha	3	5%	23	38%	24	39%	11	18%	61
Male	6	11%	20	38%	21	41%	5	10%	52
Female	1	12%	20	30%	36	54%	9	14%	66

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0					8	89%	1	11%	9
End of Year 1			2	14%	9	64%	3	22%	14
End of Year 2	1	6%	3	19%	12	75%			16
End of Year 3	1	8%	5	42%	5	42%	1	8%	12
End of Year 4	1	8%	5	42%	6	50%			12
End of Year 5			8	57%	5	36%	1	7%	14
End of Year 6	4	19%	9	43%	5	24%	3	14%	21
End of Year 7			5	50%	3	30%	2	20%	10



## Writing Target for 2025

All learners achieving below the expected level will be **priority learners for 2025**, they will have their progress tracked and closely monitored by management and classroom teachers. We will continue to also monitor our boys and their progress in writing to close the disparity gap of 18% between boys and girls in writing.

- ❖ 50% of learners in each priority level will have their progress accelerated in at least one writing domain as per our school writing progressions - (Deeper Features, Surface Features, Process), closing the achievement gap with their peers.
- ❖ 50% of Maori learners in each priority level will have their progress accelerated in at least one writing domain as per our school writing progressions. (Deeper Features, Surface Features, Process), closing the achievement gap with their peers.
- ❖ 50% of boys in each year level will have their progress accelerated in at least one writing domain closing the achievement gap with their peers.

## Key Acceleration Strategies - Writing 2025

- ❖ Hero Groups - discussions of learner progress - tracking progress and rate of progress. Countable tracking .
- ❖ Teacher inquiries tracking changes in practice. (TAI)
- ❖ Typical writing samples for target learners analysed termly by Principal and DP with teachers.
- ❖ Student voice
- ❖ Focus on progress one goal at a time.
- ❖ Teachers begin to integrate reading and writing programmes.
- ❖ Reading across the curriculum has an impact on rich writing content for learners.
- ❖ Teachers will be confident making judgements based on curriculum achievement expectations for each year level.
- ❖ Target students identified, progress tracked and shared regularly through a 'countable and trackable' progress system using progressions.
- ❖ Strengthened learning partnerships with parents, family, whanau.
- ❖ Increased learner agency.
- ❖ Increased student involvement in learning and tracking their own progress - with access to clear progression on Hero..
- ❖ Increased self regulation / agency - student involvement and choice in their own learning.
- ❖ Improved moderation and assessment information.
- ❖ Learner progress discussions at curriculum meetings will be robust, with progress clearly tracked in student Hero and next steps identified by learner.
- ❖ Agreed 'What we will see' in a writing lesson observed during classroom observations.
- ❖ Using computers and other electronic media to support writing.
- ❖ Using Writer's Tool box to support our writing programmes. (10 minute daily write, included in weekly timetables)
- ❖ Developing relevant learning activities and contexts.



- ❖ Positive reinforcement.
- ❖ Handwriting focus with automatic letter formation
- ❖ “Code” spelling programme to support word knowledge.

## Key Acceleration Strategies - Maori Achievement in Writing 2025

<p>Whanaungatanga</p> <ul style="list-style-type: none"> <li>. knowing the learner</li> <li>. strengthening relationships between teachers and parents</li> </ul>	<p>Daily Whanaungatanga time, timetabled.</p> <p>Whanau evening - Week 5, T1</p> <p>Kotahitanga Hui - Learning Goals - Week 9, T1</p> <p>Kotahitanga Hui - Learning Pathways for target students - Week 8, T2</p>	<ul style="list-style-type: none"> <li>. School-wide ‘Kotahitanga Hui’ will enable teachers to know their students - who they are, where they come from and what their passions, interests and strengths are. How to link prior knowledge into telling stories and sharing knowledge.</li> <li>. There is mana in students knowing who they are and where they come from.</li> </ul>
<p>Ako Whakatere</p> <ul style="list-style-type: none"> <li>. reading and writing for reciprocal gains</li> </ul>	<p>Terms 1 - 4</p>	<ul style="list-style-type: none"> <li>. Students will make accelerated progress with their auditory working memory capability.</li> <li>. Students will make accelerated progress with oral language and writing achievement.</li> <li>. Students will be able to use what they learn in reading to be successful writers.</li> <li>. Students will enjoy writing and choose to write in their own time.</li> <li>. Students will be able to talk in complete sentences and add detail to their talk and transfer this into their writing.</li> <li>. Students will be able to use strategies to spell unknown words.</li> </ul>
<p>Maori target students identified will have their progress tracked and shared regularly through a countable and ‘trackable’ progress system.</p>	<p>Ongoing throughout the year.</p>	<ul style="list-style-type: none"> <li>. Identified priority Maori learners in each year level will have their progress accelerated in at least one writing domain, closing the achievement gap with their peers.</li> <li>. Regular contact with teachers of target students is made, goals defined and success and progress celebrated.</li> <li>. Writing progress through ‘countable and trackable’ progress is tracked.</li> </ul>



## Annual Reading Aim

Analysis of school wide **Reading** data in March 2025 identified concerns in our **Year 2 cohort (2024)**, with 50% of students achieving below the expectation. Our **Year 6 cohort** at 52% below in reading has also been identified.

## Baseline Data

Analysis of **2024** school wide reading data for **ALL Students** indicates the following results in **Reading**:

Reading All Students 1 - 8	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All Students	9	8%	35	30%	52	44%	22	19%	118
Maori	4	8%	17	33%	22	43%	8	16%	51
Pasifika							1	100%	1
Asian			1	33%	1	33%	1	33%	3
MELAA					2	100%			2
European	5	8%	17	28%	27	44%	12	24%	61
Male	7	13%	16	31%	18	35%	11	21%	52
Female	2	3%	19	29%	34	52%	11	17%	66

Reading 0-7	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0					7	78%	2	22%	9
End of Year 1	1	7%	4	28%	7	50%	2	14%	14
End of Year 2	1	7%	7	43%	8	50%			16
End of Year 3	1	7%	2	18%	4	33%	5	42%	12
End of Year 4	1	7%	4	33%	5	42%	2	17%	12
End of Year 5	1	7%	3	21%	6	42%	4	28%	14
End of Year 6	3	14%	8	38%	8	38%	2	10%	21
End of Year 7			5	50%	4	40%	1	10%	10



## Reading Target for 2025

Data shows our **Year 3 and 7** cohort learners will be our priority learners for 2025.

- ❖ 8/16 50% Year 3 Learners are below. (Each learner will have individual tracking planning and progressions tracked in Hero)
- ❖ 11/21 Year 6 learners are below. (Each learner will have individual tracking planning and progressions tracked in Hero)
- ❖ Reduce the number of boys reading below 19/44
- ❖ Reduce the number of Maaori Students 17/41 reading below

## Key Acceleration Strategies - Reading 2023

- ❖ Hero - discussions of learner progress - tracking progress and rate of progress.
- ❖ Teacher inquiries tracking changes in practice. (TAI)
- ❖ Student achievement/ Assessment Term 2 and Final judgements Term 4 will be monitored.
- ❖ Across team moderation.
- ❖ Teachers begin to integrate reading and writing programmes for reciprocal gains.
- ❖ Contexts of big ideas in other learning areas will be used to create rich reading and writing purposes.
- ❖ Learners in Y5-8 will be capable researchers.
- ❖ Year 1-4 teachers will explore connections between writing programmes and reading programmes.
- ❖ Phonological awareness, language and spelling will be integrated in reading lessons.
- ❖ Teachers will be confident making judgements based on curriculum achievement expectations for each year level.
- ❖ Target students' progress in reading will be tracked regularly and closely monitored.
- ❖ Student achievement will increase.
- ❖ Learning Support will support small groups of students in reading.
- ❖ The Learning Support teacher will work closely with year 3/4 classroom teachers, to share knowledge, skills and learning needs.
- ❖ Digital technology - Reading Eggs, Epic will be used to support daily reading programmes .
- ❖ Learner progress discussions at curriculum meetings will be robust, with progress clearly tracked in Hero and next steps identified by learner.
- ❖ Developing critical literacy approaches, including those that help boys understand how masculinity is created through texts; and
- ❖ Making school fun for boys and avoiding repetitive learning.
- ❖ Developing relevant learning activities and contexts.
- ❖ Importing popular culture texts into classroom reading.
- ❖ Jnr school entering their fourth year of BSLA



## Key Acceleration Strategies - Maori Achievement - Reading 2025

<p>Whanaungatanga</p> <ul style="list-style-type: none"> <li>knowing the learner</li> <li>strengthening relationships between teachers and parents</li> </ul>	<p>Daily Whanaungatanga time, timetabled..</p> <p>Whanau evening - Week 5, T1</p> <p>Kotahitanga Hui - Learning Goals - Week 9</p>	<ul style="list-style-type: none"> <li>School-wide "Meet the Teacher" will enable teachers to know their students - who they are, where they come from and what their passions, interests and strengths are.</li> <li>There is mana in students knowing who they are and where they come from.</li> </ul>
<p>Ako Whakatere</p> <ul style="list-style-type: none"> <li>Language enriched reading</li> <li>Group approach (Tuakana Teina) Reciprocal Reading approach.</li> <li>Text selection made to connect to learners.</li> <li>Active background knowledge to strengthen comprehension</li> </ul>	<p>Weekly Reading Planning</p> <p>Readathon (Term 2)</p>	<ul style="list-style-type: none"> <li>Students will enjoy reading.</li> <li>Students will be able to think critically about the texts they read, ask questions and connect with the text.</li> <li>Expectation that students will make accelerated progress with reading achievement.</li> <li>Students will be able to read fluently.</li> <li>Students will be able to use reading Strategies.</li> <li>Students connect what they learn in reading and writing.</li> <li>Students able to choose own reading material</li> </ul>
<p>Maori target students identified in Year 1-8 will have their progress tracked and shared regularly through a 'trackable progress system and Hero.</p>	<p>Ongoing throughout the year.</p>	<ul style="list-style-type: none"> <li>Regularly connects with teachers of target children is made, goals defined and success and progress celebrated.</li> <li>Progress through progressions tracked and celebrated with whanau via Hero.</li> <li>Priority Maori learners in each year level will also have their writing progress tracked to ensure acceleration in at least one writing domain.</li> </ul>



## Annual Mathematics Aim

### Baseline Data

Analysis of 2024 school wide mathematics data for **ALL Students** indicates the following results.

Mathematics All Students 1 - 8	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All Students	21	18%	34	29%	54	45%	9	8%	118
Maori	10	20%	14	27%	22	43%	5	10%	51
Pasifika									
Asian	1	33%	1	33%	1	33%			3
					2	100%			2
European/ other	10	16%	19	31%	28	48%	4	7%	61
Male	11	22%	12	22%	24	47%	5	8%	52
Female	10	17%	22	33%	30	45%	4	5%	66

Mathematics PRIME	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0					9	100%			9
End of Year 1			1	7%	13	93%			14
End of Year 2			5	31%	11	69%			16
End of Year 3	1	8%	4	33%	1	8%	6	50%	12
End of Year 4			7	58%	5	42%			12
End of Year 5	10	76%	3	23%					13
End of Year 6	10	48%	7	33%	4	19%			13
End of Year 7			3	30%	6	60%	1	10%	10

2024 data for our Girls and Māori students indicates both cohorts need to be tracked. 40% (15) of our Maori students are below expectation.  
52% of our Girl cohort are below expectation.



## Mathematics Target for 2024

- ❖ Year 5 (Year 6, 2025) cohort will be tracked as 100% are below expectation.
- ❖ Year 6 (Year 7, 2025) cohort will be tracked as 81% are below expectation.
- ❖ 10/26 below learners in year 6 and 7 will achieve the expectation for their year level by the end of 2025
- ❖ 30% (13) of Maori learners will achieve the expectation for their year level by the end of 2025.

## Key Acceleration Strategies - Mathematics 2023

- ❖ Teachers will try new pedagogical approaches to support target learners.
- ❖ Student evidence is used to moderate learners' progress.
- ❖ Teacher inquiries tracking changes in practice. (TAI)
- ❖ Student voice - Hero, supports learner agency.
- ❖ Hero Progressions will be used to determine the learning pathway for target learners.
- ❖ Teachers' confidence and competence with teaching mathematics will be supported through observations and goal setting.
- ❖ Teachers will be confident making judgements based on curriculum achievement expectations for each year level.
- ❖ Target students' progress and achievement will be closely tracked, monitored and accelerated.
- ❖ Learner progress discussions at curriculum meetings will be robust, with progress clearly tracked on Hero and next steps identified by learner.
- ❖ Student achievement data showing acceleration by end of year.
- ❖ Increased student involvement in learning and tracking their own progress - with access to clear progression steps.
- ❖ Increased self regulation / agency - student involvement and choice in their learning.
- ❖ Positive reinforcement.
- ❖ Teachers have access to PD - Numicon annual contract and Ministry
- ❖ Term 3 Parent Maths evening - games and strategies to support maths in the home.
- ❖ Mathematical tools/ resources updated and teachers encouraged to use more hands on equipment
- ❖ School access to ICT programmes - Mathseeds and Mathletics
- ❖ Maths strands extended during Learning through play



## Key Acceleration Strategies - Maori Achievement - Mathematics 2023

Whanaungatanga . knowing the learner . strengthening relationships between teachers and parents	Daily Whanaungatanga time, timetabled.. Whanau evening - Week 5, T1 Kotahitanga Hui - Learning Goals - Week 9	. School-wide Kotahitanga Hui provided opportunities for teachers to know their students - who they are, where they come from and what their passions, interests and strengths are. . There is mana in students knowing who they are and where they come from. . Students will confidently share their learning And support others with their learning.
		. Teachers will try new pedagogical approaches to support Maori priority Learners, supported by Numicon resources to progress. . Students will confidently share their learning and support others with their learning. . Collaborative pedagogies will be utilised in the classroom (Working in groups) . Contexts for math problems/stories will connect with what matters to priority Maori students.
Target students will be identified, progress tracked and shared regularly through a 'trackable' progress system and Hero		. Identified priority Maori learners will have individual goals to help achieve the expectation by the end of 2025.

### Pasifika Plan

As there are no students who currently identify as Pasifika no students need to be tracked at this stage. Any new enrolments who identify as Pasifika will be alerted to the SLM team straight away.

## 2025 Targets

**Maths** ~ Students who identify as Maaori (24) and Girls (32) who are achieving below expectations.

**Reading** ~ Year 2 8/16 50% and Year 6 11/21 52% cohort who are achieving below expectations.

**Writing** ~ All learners achieving below the expected level 44/108 41% will be **priority learners for 2025**.

## Considerations for 2025

While we have seen a slight increase in reading for both boys and girls, we will continue with our ongoing journey of learning how to accelerate the learning of children below the expected curriculum level. All strategic goals at Ohinewai School will support an improvement in regular attendance in 2025. Implementation of the new refreshed curriculum as we engage in Structured Maths (MOE / Numicon). Numicon is a new programme/resource this year and Literacy PLD (BSLA) structured Literacy - Liz Kane and as we continue to work with our Kaahui Ako with a focus on literacy, to see improvements across Reading, Writing and Maths.

We have a big challenge ahead of us but with our PLD focus on literacy and maths, and our focus on accelerating learners in writing and maths (this will be our identified school-wide focus for 2025), and a stable staff in 2025, determined to make a difference through strong relationships and clear planning and assessment goals we hope we will see an improvement in the percentage of learners achieving at expected curriculum level in 2025!



## How we have given effect to Te Tiriti o Waitangi

Ohinewai Primary School is committed to effectively honoring Te Tiriti o Waitangi (The Treaty of Waitangi). Ohinewai School implements a comprehensive approach that integrates the principles of partnership, participation, and protection into all facets of school life. This strategy aligns with national educational mandates and supports the success of all ākonga, particularly Māori learners.

### 1. Embed Te Tiriti Principles into Governance and Planning

- **Reflect Local Māori Perspectives:** We ensure that the school's strategic plans, policies, and curriculum incorporate local tikanga Māori (customs), maatauranga Māori (knowledge), and te ao Māori (worldview), alongside active engagement with Mana Whenua to ensure that Mana Whenua has a voice in governance.
- **Collaborate with Māori Communities:** We engage actively with local iwi and hapū to foster genuine partnerships, ensuring their voices influence decision-making processes. Members of the wider community are invited to Board led Hui to ensure we are implementing the wider community Mana Whenua voice.

### 2. Promote Te Reo Māori and Tikanga Māori

- **Language Instruction:** We provide daily opportunities for students to learn te reo Māori, ranging from basic greetings, paepae, karakia and waiata every morning to more advanced language skills, depending on year level and teaching units, supported by Te Puna Reo Māori website.
- **Cultural Practices:** We integrate Tainui tikanga Māori into daily school routines and special events, such as poowhiri, waiata (songs), and karakia (prayers).

### 3. Ensure Equitable Outcomes for Māori Students

- **Culturally Responsive Teaching:** We adopt teaching practices that recognise and value Māori students' cultural identities, promoting their engagement and achievement.
- **Monitor and Support:** We regularly assess Māori students' progress and implement targeted support to address any disparities in educational outcomes.

### 4. Engage Whaanau and Community

- **Inclusive Communication:** We maintain open and respectful communication channels with Whaanau, encouraging their involvement in their children's education.
- **Community Events:** We host events that celebrate Māori culture and invite community participation, strengthening the school's connection with its wider community.

### 5. Utilise Available Resources and Support

- **Professional Development:** Staff are encouraged to participate in training programs focused on Te Tiriti o Waitangi and culturally responsive education. We work with local Mana Whenua to learn more about our region's history and have established through their support a google drive to support teaching of the NZ Histories curriculum and local Tainuitanga.
- **Educational Materials:** We Incorporate resources provided by the Ministry of Education and other organisations that support the integration of Māori perspectives into the curriculum.



## The statement of compliance with employer policy:

### Compliance with Education and Training Act (2020) requirements to be a good employer for the year ending 31 December 2024.

The following tables address key aspects of compliance under s597 of the Education and Training Act 2020. The use of the tables is optional. Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Employee wellbeing is always an important consideration. We endeavor to provide a safe environment free from racism, bullying or any other form of discrimination by adopting a family ethos to promote caring and positive wellbeing of all employees. We have attempted to resolve any health and safety issues as soon as they have been noted or happen.</p> <p>Wellbeing of staff reported at BOT meetings as per board work plan.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Equal opportunities promoted within the school procedures and policies.</p> <ul style="list-style-type: none"> <li>• Equal Employment opportunities Policy</li> <li>• Employer Responsibilities Policy and scheduled reviews.</li> <li>• Appointment Policy and Stages of Appointment</li> <li>• Flexible Working Arrangements</li> <li>• Staff Induction Procedure.</li> <li>• Police Vetting</li> <li>• Safety Checking</li> <li>• Classroom Release Time Policy</li> <li>• Salary Units Procedure</li> <li>• Professional Development for staff</li> <li>• Concerns and Complaints Procedure</li> <li>• Staff exit interviews/surveys</li> </ul> <p>We have followed our appointment policy and procedures as above, to be a fair employer.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>All applicants considered for all vacancies based on suitability for advertised positions. Leadership team and Board are part of the employment process.</p>



<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>- <b>The aims and aspirations of Māori,</b></li> <li>- <b>The employment requirements of Māori, and Greater involvement of Māori in the Education service?</b></li> </ul>	<p>School Charter Statement recognises the support for the Treaty of Waitangi and of particular recognition for the Tangata Whenua. We employ a Kapa Haka consultant who works at our school one day a week.</p> <p>We are working to normalize Te Ao Maaori and Te Reo Maaori at our Kura, our goal is to include Te Tiriti o Waitangi in our everyday school day.</p>
<b>How have you enhanced the abilities of individual employees?</b>	Offering opportunities based on attitude and work ethic rather than just seniority for selection.
<b>How are you recognising the employment requirements of women?</b>	Opportunities for women evident in current appointments in the school.
<b>How are you recognising the employment requirements of persons with disabilities?</b>	Making provision for staff with disabilities. Board support staff requiring medical leave.

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

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



## Statement on Kiwi Sport Funding

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

In 2024 the school received funding as per our financial statement. The funding was spent on upgrading and purchasing of new sporting equipment, such as soccer balls, tennis balls, soccer and basketball nets and a junior school movable netball hoop and increased school participation in sporting competitions and sporting fun days, within the school environment and very successful outcomes within the Eastern Waikato Schools competition.

The focus and school ethos has developed to one of creating positive change in our students, school and community as a whole. Creating students that are physically educated, actively motivated, and participate in community events. For the second year in a row Ohinewai School won the most students participating in the local Huntly fun run for a school under 120 students. Ohinewai students also had high representation in community sporting organisations such as the Ohinewai Netball teams, Huntly Swimming Club and Huntly soccer club. Participation in gymnastics, rugby, BMX, dance and cheerleading was also noted by the community at both a local and National level.

Through the Ohinewai Primary Curriculum, all students were given ample opportunities to participate in class sports in addition to classroom teacher directed fitness and skills activities. Outside organisations also provided experiences in cricket, frisbee golf, touch, rock climbing and hockey, alongside full school swimming, athletics, cross country and EWS sporting events provided opportunities and developed their love for sports that they wouldn't normally try.

Sport monitors and House Leaders further extended the joy of sport through teacher/student competitions in netball and soccer and other lunchtime games. This was a positive experience for the children which gave them a role model to help them not only in sport but their general well-being,

Ohinewai school understands the importance of living a healthy and active lifestyle and modelling this to our students through teachers role modelling personal achievements and actions, and participating in training alongside the students.

As a school we are continually reviewing and reflecting on how we can improve to ensure the best for the students in our care. We believe that through these efforts the children are more active and aware of the benefits of exercise. The children are enthusiastic and engaged in sporting activities and know that participation, sportsmanship and striving for excellence in all they do is encouraged by all staff. We have made significant improvement in inter-school competitions this year and believe there is an overall improvement in school wide fitness levels. More importantly we are developing a culture within the school where it is ok to participate in sporting activities without having to be an elite athlete and we can enjoy all aspects of physical activity and fair play.

Our website and Facebook pages are regularly updated with sporting achievements and participation across all sporting events.

# OHINEWAI SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 1856

**Principal:** Leah Boldero

**School Address:** 39 Ohinewai South Road, Ohinewai

**School Postal Address:** 39 Ohinewai South Road RD 1, Huntly, 3771

**School Phone:** 07 828 8919

**School Email:** [office@ohinewai.school.nz](mailto:office@ohinewai.school.nz)

**Accountant / Service Provider:**

**Education  Services.**  
*Dedicated to your school*

# OHINEWAI SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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### Other Information

Members of the Board

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Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

# Ohinewai 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.



Full Name of Presiding Member



Signature of Presiding Member

29-04-2025

Date:



Full Name of Principal



Signature of Principal

29/04/2025

Date:

**Ohinewai School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	1,339,605	1,148,405	1,306,688
Locally Raised Funds	3	33,747	11,000	49,561
Interest		11,582	4,000	7,846
<b>Total Revenue</b>		<b>1,384,934</b>	<b>1,163,405</b>	<b>1,364,095</b>
<b>Expense</b>				
Locally Raised Funds	3	11,377	11,700	25,224
Learning Resources	4	842,953	857,240	915,020
Administration	5	268,436	102,950	235,612
Interest		443	600	742
Property	6	271,242	186,119	225,877
Loss on Disposal of Property, Plant and Equipment		412	-	186
<b>Total Expense</b>		<b>1,394,863</b>	<b>1,158,609</b>	<b>1,402,661</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(9,929)</b>	<b>4,796</b>	<b>(38,566)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(9,929)</b>	<b>4,796</b>	<b>(38,566)</b>

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

**Ohinewai School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		293,927	274,449	332,493
Total comprehensive revenue and expense for the year		(9,929)	4,796	(38,566)
Contributions from the Ministry of Education - Furniture and Equipment Grant		10,655	-	-
<b>Equity at 31 December</b>		294,653	279,245	293,927
 Accumulated comprehensive revenue and expense		294,653	279,245	293,927
<b>Equity at 31 December</b>		294,653	279,245	293,927

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.

**Ohinewai School**  
**Statement of Financial Position**  
As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	319,114	53,929	91,499
Accounts Receivable	8	41,553	55,526	78,807
GST Receivable		-	2,373	6,692
Prepayments		9,181	12,353	4,442
Inventories	9	23,936	9,885	10,137
Investments	10	68,493	63,311	65,652
Funds Receivable for Capital Works Projects	16	-	-	2,340
		<b>462,277</b>	<b>197,377</b>	<b>259,569</b>
<b>Current Liabilities</b>				
GST Payable		5,592	-	-
Accounts Payable	12	172,050	70,109	99,292
Revenue Received in Advance	13	21,778	6,806	9,336
Provision for Cyclical Maintenance	14	15,319	11,818	14,488
Finance Lease Liability	15	4,212	6,140	6,343
Funds held for Capital Works Projects	16	136,066	-	20,309
Funds Held on Behalf of CoL Cluster	17	-	-	-
		<b>355,017</b>	<b>94,873</b>	<b>149,768</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>107,260</b>	<b>102,504</b>	<b>109,801</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	215,444	197,829	212,238
Work in Progress		936	-	-
		<b>216,380</b>	<b>197,829</b>	<b>212,238</b>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	24,763	8,919	19,675
Finance Lease Liability	15	4,224	12,169	8,437
		<b>28,987</b>	<b>21,088</b>	<b>28,112</b>
<b>Net Assets</b>		<b>294,653</b>	<b>279,245</b>	<b>293,927</b>
<b>Equity</b>		<b>294,653</b>	<b>279,245</b>	<b>293,927</b>

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

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

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		412,908	308,175	327,734
Locally Raised Funds		36,002	4,100	48,474
Goods and Services Tax (net)		12,284	-	(4,319)
Payments to Employees		(167,272)	(126,000)	(198,426)
Payments to Suppliers		(252,016)	(228,559)	(191,176)
Interest Paid		(443)	(600)	(742)
Interest Received		7,973	4,000	8,554
<b>Net cash from/(to) Operating Activities</b>		<b>49,436</b>	<b>(38,884)</b>	<b>(9,901)</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(35,965)	(20,000)	(40,246)
Purchase of Investments		(2,841)	-	(2,342)
<b>Net cash from/(to) Investing Activities</b>		<b>(38,806)</b>	<b>(20,000)</b>	<b>(42,588)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		10,655	-	-
Finance Lease Payments		(4,317)	(6,786)	(4,988)
Funds Administered on Behalf of Other Parties		210,647	-	29,377
<b>Net cash from/(to) Financing Activities</b>		<b>216,985</b>	<b>(6,786)</b>	<b>24,389</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>227,615</b>	<b>(65,670)</b>	<b>(28,100)</b>
Cash and cash equivalents at the beginning of the year	7	91,499	119,599	119,599
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>319,114</b>	<b>53,929</b>	<b>91,499</b>

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.

# Ohinewai School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Ohinewai 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 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 22b.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

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

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

##### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

#### **d) Operating Lease Payments**

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

#### **e) Finance Lease Payments**

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

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

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

#### **h) Inventories**

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

#### **i) Investments**

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

#### **j) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	10-15 years
Information and Communication Technology	3-5 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	390,231	300,644	333,094
Teachers' Salaries Grants	655,506	729,440	710,504
Use of Land and Buildings Grants	147,350	118,321	139,592
Ka Ora, Ka Ako - Healthy School Lunches Programme	142,722	-	122,792
Other Government Grants	3,796	-	706
	<b>1,339,605</b>	<b>1,148,405</b>	<b>1,306,688</b>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	5,137	3,500	23,307
Fees for Extra Curricular Activities	6,281	-	8,351
Trading	10,973	5,500	7,994
Fundraising and Community Grants	8,517	2,000	7,300
Other Revenue	2,839	-	2,609
	<b>33,747</b>	<b>11,000</b>	<b>49,561</b>
<b>Expense</b>			
Extra Curricular Activities Costs	4,956	6,200	12,890
Trading	2,051	5,500	8,459
Fundraising and Community Grant Costs	4,344	-	3,875
School House	26	-	-
	<b>11,377</b>	<b>11,700</b>	<b>25,224</b>
<b>Surplus/(Deficit) for the year Locally Raised Funds</b>	<b>22,370</b>	<b>(700)</b>	<b>24,337</b>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	43,357	44,300	58,748
Employee Benefits - Salaries	746,489	764,440	803,147
Staff Development	18,725	12,500	9,921
Depreciation	31,411	26,000	33,142
Other Learning Resources	553	1,000	883
Ict	1,560	8,000	8,557
Equipment Repairs	858	1,000	622
	<b>842,953</b>	<b>857,240</b>	<b>915,020</b>

## 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	6,914	5,000	4,777
Board Fees and Expenses	15,018	5,250	12,781
Other Administration Expenses	29,232	22,700	28,608
Employee Benefits - Salaries	66,084	63,000	58,650
Insurance	1,578	-	1,356
Service Providers, Contractors and Consultancy	6,888	7,000	6,648
Ka Ora, Ka Ako - Healthy School Lunch Programme	142,722	-	122,792
	<b>268,436</b>	<b>102,950</b>	<b>235,612</b>

## 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	8,705	-	-
Cyclical Maintenance	51,362	4,398	9,375
Heat, Light and Water	17,699	15,600	16,529
Rates	287	400	393
Repairs and Maintenance	32,336	20,100	20,761
Use of Land and Buildings	147,350	118,321	139,592
Employee Benefits - Salaries	3,639	18,000	27,921
Other Property Expenses	9,864	9,300	11,306
	<b>271,242</b>	<b>186,119</b>	<b>225,877</b>

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	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	319,114	53,929	91,499
Cash and cash equivalents for Statement of Cash Flows	<b>319,114</b>	<b>53,929</b>	<b>91,499</b>

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

Of the \$319,114 Cash and Cash Equivalents, \$136,066 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 \$319,114 Cash and Cash Equivalents, \$21,778 of Revenue Received in Advance is held by the school, as disclosed in note 13.

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	-	-	135
Receivables from the Ministry of Education	2,349	-	181
Interest Receivable	3,609	708	-
Banking Staffing Underuse	-	-	21,612
Teacher Salaries Grant Receivable	35,595	54,818	56,879
	<u>41,553</u>	<u>55,526</u>	<u>78,807</u>
Receivables from Exchange Transactions	3,609	708	135
Receivables from Non-Exchange Transactions	37,944	54,818	78,672
	<u>41,553</u>	<u>55,526</u>	<u>78,807</u>

## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,166	1,584	1,205
School Uniforms	22,770	8,301	8,932
	<u>23,936</u>	<u>9,885</u>	<u>10,137</u>

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	68,493	63,311	65,652
Total Investments	<u>68,493</u>	<u>63,311</u>	<u>65,652</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	98,698	-	-	-	(2,648)	96,050
Furniture and Equipment	73,224	19,565	(412)	-	(11,975)	80,402
Information and Communication Technology	16,269	15,464	-	-	(9,383)	22,350
Leased Assets	14,301	-	-	-	(8,187)	8,114
Library Resources	9,746	-	-	-	(1,218)	8,528
	<u>212,238</u>	<u>35,029</u>	<u>(412)</u>	<u>-</u>	<u>(31,411)</u>	<u>215,444</u>

The net carrying value of equipment held under a finance lease is \$8,114 (2023: \$14,301)

### 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
	\$	\$	\$	\$	\$	\$
Building Improvements	105,929	(9,879)	96,050	105,929	(7,231)	98,698
Furniture and Equipment	225,837	(145,435)	80,402	208,778	(135,554)	73,224
Information and Communication Technology	124,932	(102,582)	22,350	125,908	(109,639)	16,269
Leased Assets	22,652	(14,538)	8,114	22,652	(8,351)	14,301
Library Resources	49,633	(41,105)	8,528	49,633	(39,887)	9,746
	<u>528,983</u>	<u>(313,539)</u>	<u>215,444</u>	<u>512,900</u>	<u>(300,662)</u>	<u>212,238</u>

## 12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	129,749	4,124	24,051
Accruals	6,068	3,201	4,478
Banking Staffing Overuse	-	-	6,680
Employee Entitlements - Salaries	35,595	54,818	56,879
Employee Entitlements - Leave Accrual	638	7,966	7,204
	<u>172,050</u>	<u>70,109</u>	<u>99,292</u>
Payables for Exchange Transactions	172,050	70,109	99,292
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>172,050</u>	<u>70,109</u>	<u>99,292</u>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other Income in Advance	9,778	6,806	7,500
MOE Income in Advance	12,000	-	1,836
	<u>21,778</u>	<u>6,806</u>	<u>9,336</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	34,163	16,339	24,788
Increase to the Provision During the Year	5,381	4,398	4,298
Use of the Provision During the Year	-	-	-
Other Adjustments	538	-	5,077
Provision at the End of the Year	<u>40,082</u>	<u>20,737</u>	<u>34,163</u>
Cyclical Maintenance - Current	15,319	11,818	14,488
Cyclical Maintenance - Non current	24,763	8,919	19,675
	<u>40,082</u>	<u>20,737</u>	<u>34,163</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

### 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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	4,327	6,140	6,786
Later than One Year and no Later than Five Years	4,231	12,169	8,558
Future Finance Charges	(122)	-	(564)
	<u>8,436</u>	<u>18,309</u>	<u>14,780</u>
<b>Represented by</b>			
Finance lease liability - Current	4,212	6,140	6,343
Finance lease liability - Non current	4,224	12,169	8,437
	<u>8,436</u>	<u>18,309</u>	<u>14,780</u>

## 18. 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.

## 19. 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	4,620	5,245
<i>Leadership Team</i>		
Remuneration	155,359	307,363
Full-time equivalent members	1.00	3.00
Total key management personnel remuneration	159,979	312,608

There are 5 members of the Board excluding the Principal. The Board has held 9 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	150 - 160	0 - 10
Benefits and Other Emoluments	3 - 4	0 - 1
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	1.00	1.00
110 - 120	0.00	1.00
	1.00	2.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

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

## 21. 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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$136,066 (2023: \$20,309) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Bathroom Project	16,379
5YA Roof, Gutter Replacement	6,083
LSC 5YA Programme	113,604
<b>Total</b>	<b>136,066</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16

### (b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

## **Ohinewai School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$1,836 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2024 the Ohinewai 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.