

# Annual Report



# 2024



# CANNONS CREEK SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 2818

**Principal:** Katrina Day

**School Address:** Warspite Avenue, Porirua East

**School Postal Address:** Warspite Avenue, Cannons Creek, Porirua, 5024

**School Phone:** 04 237 7426

**School Email:** office@cannonscreek.school.nz

**Accountant / Service Provider:**

**Education  Services.**  
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# CANNONS CREEK SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Cannons Creek 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.

Upitaua Ioapo-Peniata  
Full Name of Presiding Member

Katrina Day  
Full Name of Principal

[Signature]  
Signature of Presiding Member

[Signature]  
Signature of Principal

29/5/2025  
Date:

29-5-2025  
Date:

# Cannons Creek School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

|   |       | 2024         | 2024                        | 2023         |
|---|-------|--------------|-----------------------------|--------------|
|   | Notes | Actual<br>\$ | Budget<br>(Unaudited)<br>\$ | Actual<br>\$ |
| <b>Revenue</b>  |       |              |                             |              |
| Government Grants   | 2     | 2,051,783    | 1,694,096                   | 2,228,597    |
| Locally Raised Funds  | 3     | 113,175      | 8,500                       | 44,510       |
| Interest  |       | 4,946        | 150                         | 3,939        |
| <b>Total Revenue</b>  |       | 2,169,904    | 1,702,746                   | 2,277,046    |
| <b>Expense</b>  |       |              |                             |              |
| Locally Raised Funds  | 3     | 24,895       | 1,200                       | 11,465       |
| Learning Resources  | 4     | 1,187,173    | 1,128,350                   | 1,254,595    |
| Administration  | 5     | 143,063      | 136,500                     | 323,666      |
| Interest  |       | 939          | 500                         | 552          |
| Property  | 6     | 693,200      | 486,756                     | 782,027      |
| Loss on Disposal of Property, Plant and Equipment           |       | 10,455       | -                           | 28           |
| <b>Total Expense</b>  |       | 2,059,725    | 1,753,306                   | 2,372,333    |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | 110,179      | (50,560)                    | (95,287)     |
| Other Comprehensive Revenue and Expense                     |       | -            | -                           | -            |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | 110,179      | (50,560)                    | (95,287)     |

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

**Cannons Creek School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2024

|  | Notes | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| <b>Equity at 1 January</b>                           |       | 224,000              | 319,288                             | 319,287              |
| Total comprehensive revenue and expense for the year |       | 110,179              | (50,560)                            | (95,287)             |
| Contribution - Furniture and Equipment Grant         |       | 5,465                | -                                   | -                    |
| <b>Equity at 31 December</b>                         |       | 339,644              | 268,728                             | 224,000              |
| Accumulated comprehensive revenue and expense        |       | 339,644              | 268,728                             | 224,000              |
| <b>Equity at 31 December</b>                         |       | 339,644              | 268,728                             | 224,000              |

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.

# Cannons Creek School

## Statement of Financial Position

As at 31 December 2024

|  |       | 2024         | 2024                        | 2023         |
|--|-------|--------------|-----------------------------|--------------|
|  | Notes | Actual<br>\$ | Budget<br>(Unaudited)<br>\$ | Actual<br>\$ |
| <b>Current Assets</b>                    |       |              |                             |              |
| Cash and Cash Equivalents                | 7     | 69,303       | 59,389                      | 21,330       |
| Accounts Receivable                      | 8     | 78,436       | 70,250                      | 82,762       |
| GST Receivable                           |       | 3,145        | 5,000                       | 7,139        |
| Prepayments                              |       | 4,921        | 6,500                       | 7,466        |
| Investments                              | 9     | 21,824       | -                           | 30,680       |
|  |       | 177,629      | 141,139                     | 149,377      |
| <b>Current Liabilities</b>               |       |              |                             |              |
| Accounts Payable                         | 11    | 138,054      | 96,100                      | 166,067      |
| Revenue Received in Advance              | 12    | 6,329        | 500                         | 5,027        |
| Provision for Cyclical Maintenance       | 13    | 17,778       | -                           | 82,600       |
| Finance Lease Liability                  | 14    | 3,940        | 3,000                       | 3,295        |
| Funds held for Capital Works Projects    | 15    | 10,213       | -                           | -            |
|  |       | 176,314      | 99,600                      | 256,989      |
| <b>Working Capital Surplus/(Deficit)</b> |       | 1,315        | 41,539                      | (107,612)    |
| <b>Non-current Assets</b>                |       |              |                             |              |
| Property, Plant and Equipment            | 10    | 354,261      | 324,189                     | 350,974      |
|  |       | 354,261      | 324,189                     | 350,974      |
| <b>Non-current Liabilities</b>           |       |              |                             |              |
| Provision for Cyclical Maintenance       | 13    | 9,714        | 95,000                      | 17,500       |
| Finance Lease Liability                  | 14    | 6,218        | 2,000                       | 1,862        |
|  |       | 15,932       | 97,000                      | 19,362       |
| <b>Net Assets</b>                        |       | 339,644      | 268,728                     | 224,000      |
| <b>Equity</b>                            |       | 339,644      | 268,728                     | 224,000      |

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



# Cannons Creek School

## Statement of Cash Flows

For the year ended 31 December 2024

|  |          | 2024          | 2024                        | 2023           |
|--|----------|---------------|-----------------------------|----------------|
|  | Note     | Actual<br>\$  | Budget<br>(Unaudited)<br>\$ | Actual<br>\$   |
| <b>Cash flows from Operating Activities</b>                        |          |               |                             |                |
| Government Grants  |          | 579,733       | 491,596                     | 791,612        |
| Locally Raised Funds   |          | 104,067       | 11,000                      | 48,052         |
| Goods and Services Tax (net)                                       |          | 3,994         | -                           | 479            |
| Payments to Employees  |          | (378,458)     | (304,486)                   | (406,758)      |
| Payments to Suppliers  |          | (242,034)     | (211,091)                   | (419,370)      |
| Interest Paid  |          | (939)         | (500)                       | (552)          |
| Interest Received  |          | 5,484         | 150                         | 3,254          |
| Net cash from/(to) Operating Activities                            |          | 71,847        | (13,331)                    | 16,717         |
| <b>Cash flows from Investing Activities</b>                        |          |               |                             |                |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) |          | -             | -                           | (28)           |
| Purchase of Property Plant & Equipment (and Intangibles)           |          | (49,883)      | -                           | (24,242)       |
| Purchase of Investments  |          | (1,144)       | -                           | (10,588)       |
| Proceeds from Sale of Investments                                  |          | 10,000        | -                           | -              |
| Net cash from/(to) Investing Activities                            |          | (41,027)      | -                           | (34,858)       |
| <b>Cash flows from Financing Activities</b>                        |          |               |                             |                |
| Furniture and Equipment Grant                                      |          | 5,465         | -                           | -              |
| Finance Lease Payments   |          | (2,121)       | -                           | 8,504          |
| Funds Administered on Behalf of Other Parties                      |          | 13,809        | -                           | 1,798          |
| Net cash from/(to) Financing Activities                            |          | 17,153        | -                           | 10,302         |
| <b>Net increase/(decrease) in cash and cash equivalents</b>        |          | <b>47,973</b> | <b>(13,331)</b>             | <b>(7,839)</b> |
| Cash and cash equivalents at the beginning of the year             | 7        | 21,330        | 72,720                      | 29,169         |
| <b>Cash and cash equivalents at the end of the year</b>            | <b>7</b> | <b>69,303</b> | <b>59,389</b>               | <b>21,330</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.

# **Cannons Creek School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2024**

#### **1. Statement of Accounting Policies**

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

Cannons Creek 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

|  |                          |
|--|--------------------------|
| Building Improvements                    | 10-20 years              |
| Furniture and Equipment                  | 5-10 years               |
| Information and Communication Technology | 5 years                  |
| Motor Vehicles                           | 5 years                  |
| Textbooks                                | 3 years                  |
| Library Resources                        | 12.50% 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<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 602,955              | 491,596                             | 786,987              |
| Teachers' Salaries Grants                 | 831,936              | 850,000                             | 822,807              |
| Use of Land and Buildings Grants          | 611,623              | 350,000                             | 614,178              |
| Other Government Grants                   | 5,269                | 2,500                               | 4,625                |
|   | <u>2,051,783</u>     | <u>1,694,096</u>                    | <u>2,228,597</u>     |

## 3. Locally Raised Funds

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

|  | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>                                   |                      |                                     |                      |
| Donations and Bequests                           | 27,187               | 5,000                               | 11,150               |
| Fees for Extra Curricular Activities             | 29,984               | 3,000                               | 9,056                |
| Fundraising and Community Grants                 | 56,004               | 500                                 | 24,304               |
|  | <u>113,175</u>       | <u>8,500</u>                        | <u>44,510</u>        |
| <b>Expense</b>                                   |                      |                                     |                      |
| Extra Curricular Activities Costs                | 13,102               | 1,200                               | 1,433                |
| Fundraising and Community Grant Costs            | 11,793               | -                                   | 10,032               |
|  | <u>24,895</u>        | <u>1,200</u>                        | <u>11,465</u>        |
| <i>Surplus for the year Locally Raised Funds</i> | <u>88,280</u>        | <u>7,300</u>                        | <u>33,045</u>        |

## 4. Learning Resources

|                              | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Curricular                   | 30,073               | 23,350                              | 57,986               |
| Employee Benefits - Salaries | 1,085,565            | 1,041,000                           | 1,128,651            |
| Staff Development            | 9,781                | 12,000                              | 8,439                |
| Depreciation                 | 61,742               | 51,000                              | 59,519               |
| Other Learning Resources     | 12                   | 1,000                               | -                    |
|                              | <u>1,187,173</u>     | <u>1,128,350</u>                    | <u>1,254,595</u>     |



## 5. Administration

|  | 2024           | 2024           | 2023           |
|--|----------------|----------------|----------------|
|  | Actual         | Budget         | Actual         |
|  | \$             | (Unaudited)    | \$             |
| Audit Fees                                     | 11,163         | 7,500          | 7,338          |
| Board Fees and Expenses                        | 4,461          | 3,000          | 2,806          |
| Operating Leases                               | -              | 400            | 206            |
| Other Administration Expenses                  | 12,760         | 26,600         | 197,224        |
| Employee Benefits - Salaries                   | 104,287        | 90,000         | 109,563        |
| Insurance                                      | 3,828          | 2,000          | 1,302          |
| Service Providers, Contractors and Consultancy | 6,564          | 7,000          | 5,227          |
|  | <u>143,063</u> | <u>136,500</u> | <u>323,666</u> |

## 6. Property

|                                   | 2024           | 2024           | 2023           |
|-----------------------------------|----------------|----------------|----------------|
|                                   | Actual         | Budget         | Actual         |
|                                   | \$             | (Unaudited)    | \$             |
| Consultancy and Contract Services | 49,771         | 48,520         | 44,632         |
| Cyclical Maintenance              | (72,608)       | 12,500         | 25,100         |
| Heat, Light and Water             | 25,004         | 14,000         | 20,688         |
| Rates                             | 3,256          | 3,000          | 3,543          |
| Repairs and Maintenance           | 41,710         | 21,550         | 21,809         |
| Use of Land and Buildings         | 611,623        | 350,000        | 614,178        |
| Employee Benefits - Salaries      | 22,537         | 23,486         | 25,820         |
| Other Property Expenses           | 11,907         | 13,700         | 26,257         |
|                                   | <u>693,200</u> | <u>486,756</u> | <u>782,027</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          | 2023          |
|---|---------------|---------------|---------------|
|   | Actual        | Budget        | Actual        |
|   | \$            | (Unaudited)   | \$            |
| Bank Accounts   | 69,303        | 59,389        | 21,330        |
| Cash and cash equivalents for Statement of Cash Flows | <u>69,303</u> | <u>59,389</u> | <u>21,330</u> |

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

Of the \$69,303 Cash and Cash Equivalents, \$10,213 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 \$69,303 Cash and Cash Equivalents, \$6,329 of Revenue Received in Advance is held by the school, as disclosed in note 12.

## 8. Accounts Receivable

|  | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | 250                  | -                                   | -                    |
| Receivables from the Ministry of Education | 3,570                | -                                   | 9,660                |
| Interest Receivable                        | 296                  | 250                                 | 834                  |
| Teacher Salaries Grant Receivable          | 74,320               | 70,000                              | 72,268               |
|  | <u>78,436</u>        | <u>70,250</u>                       | <u>82,762</u>        |
| Receivables from Exchange Transactions     | 546                  | 250                                 | 10,494               |
| Receivables from Non-Exchange Transactions | 77,890               | 70,000                              | 72,268               |
|  | <u>78,436</u>        | <u>70,250</u>                       | <u>82,762</u>        |

## 9. Investments

The School's investment activities are classified as follows:

|                          | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            |                      |                                     |                      |
| Short-term Bank Deposits | 21,824               | -                                   | 30,680               |
| Total Investments        | <u>21,824</u>        | <u>-</u>                            | <u>30,680</u>        |

## 10. Property, Plant and Equipment

|  | Opening<br>Balance<br>(NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|-----------------------------|-----------|-----------|------------|--------------|-------------|
| 2024                                     | \$                          | \$        | \$        | \$         | \$           | \$          |
| Building Improvements                    | 203,097                     | 18,261    | (3,924)   | -          | (15,984)     | 201,450     |
| Furniture and Equipment                  | 70,028                      | 24,113    | (4,903)   | -          | (14,265)     | 74,973      |
| Information and Communication Technology | 29,111                      | 20,709    | (1,628)   | -          | (15,951)     | 32,241      |
| Motor Vehicles                           | 39,617                      | -         | -         | -          | (9,142)      | 30,475      |
| Leased Assets                            | 4,652                       | 12,109    | -         | -          | (5,307)      | 11,454      |
| Library Resources                        | 4,467                       | 294       | -         | -          | (1,093)      | 3,668       |
|  | 350,972                     | 75,486    | (10,455)  | -          | (61,742)     | 354,261     |

The net carrying value of equipment held under a finance lease is \$11,454 (2023: \$4,652)

### 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<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|  | \$                   | \$                          | \$                | \$                   | \$                          | \$                |
| Building Improvements                    | 318,898              | (117,448)                   | 201,450           | 205,529              | (99,726)                    | 105,803           |
| Furniture and Equipment                  | 219,153              | (144,180)                   | 74,973            | 345,234              | (177,912)                   | 167,322           |
| Information and Communication Technology | 104,230              | (71,989)                    | 32,241            | 109,228              | (80,117)                    | 29,111            |
| Motor Vehicles                           | 45,712               | (15,237)                    | 30,475            | 45,712               | (6,095)                     | 39,617            |
| Leased Assets                            | 19,192               | (7,738)                     | 11,454            | 35,178               | (30,526)                    | 4,652             |
| Library Resources                        | 8,748                | (5,080)                     | 3,668             | 8,454                | (3,985)                     | 4,469             |
|  | 715,933              | (361,672)                   | 354,261           | 749,335              | (398,361)                   | 350,974           |

## 11. Accounts Payable

|                                       | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Creditors                             | 16,924               | 15,100                              | 39,721               |
| Accruals                              | 7,912                | -                                   | 15,723               |
| Banking Staffing Overuse              | 36,901               | -                                   | 36,901               |
| Employee Entitlements - Salaries      | 74,320               | 81,000                              | 72,268               |
| Employee Entitlements - Leave Accrual | 1,997                | -                                   | 1,454                |
|                                       | <u>138,054</u>       | <u>96,100</u>                       | <u>166,067</u>       |
| Payables for Exchange Transactions    | 138,054              | 96,100                              | 166,067              |
|                                       | <u>138,054</u>       | <u>96,100</u>                       | <u>166,067</u>       |

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

|   | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Income in Advance                         | -                    | 500                                 | 5,027                |
| Grants in Advance - Ministry of Education | 6,329                | -                                   | -                    |
|   | <u>6,329</u>         | <u>500</u>                          | <u>5,027</u>         |

## 13. Provision for Cyclical Maintenance

|   | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year        | 100,100              | 82,500                              | 75,000               |
| Increase to the Provision During the Year | 13,936               | 12,500                              | 25,100               |
| Use of the Provision During the Year      | (35,000)             | -                                   | -                    |
| Other Adjustments                         | (51,544)             | -                                   | -                    |
| Provision at the End of the Year          | <u>27,492</u>        | <u>95,000</u>                       | <u>100,100</u>       |
| Cyclical Maintenance - Current            | 17,778               | -                                   | 82,600               |
| Cyclical Maintenance - Non current        | 9,714                | 95,000                              | 17,500               |
|   | <u>27,492</u>        | <u>95,000</u>                       | <u>100,100</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.

#### 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<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 4,601                | 3,000                               | 3,295                |
| Later than One Year and no Later than Five Years | 6,908                | 2,000                               | 1,862                |
| Future Finance Charges                           | (1,351)              | -                                   | -                    |
|  | <u>10,158</u>        | <u>5,000</u>                        | <u>5,157</u>         |
| <b>Represented by</b>                            |                      |                                     |                      |
| Finance lease liability - Current                | 3,940                | 3,000                               | 3,295                |
| Finance lease liability - Non current            | 6,218                | 2,000                               | 1,862                |
|  | <u>10,158</u>        | <u>5,000</u>                        | <u>5,157</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<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$  | Board<br>Contributions | Closing<br>Balances<br>\$ |
|---|-------------|---------------------------|----------------------------|-----------------|------------------------|---------------------------|
| Site: Improve Pedestrian Safety at Front Boui | 210477      | -                         | 3,400                      | (3,400)         | -                      | -                         |
| Mechanical Heating System Replacement         | 249038      | -                         | 44,500                     | (34,287)        | -                      | 10,213                    |
| Totals  |             | <u>-</u>                  | <u>47,900</u>              | <u>(37,687)</u> | <u>-</u>               | <u>10,213</u>             |

**Represented by:**

|   |        |
|---|--------|
| Funds Held on Behalf of the Ministry of Education | 10,213 |
| Funds Receivable from the Ministry of Education   | -      |

| 2023  | Project No. | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$ | Board<br>Contributions | Closing<br>Balances<br>\$ |
|---|-------------|---------------------------|----------------------------|----------------|------------------------|---------------------------|
| Site: Improve Pedestrian Safety at Front Boui | 210477      | (1,798)                   | 5,198                      | (3,400)        | -                      | -                         |
| Totals  |             | <u>(1,798)</u>            | <u>5,198</u>               | <u>(3,400)</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<br>Actual<br>\$ | 2023<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 3,040                | 2,745                |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 375,071              | 363,649              |
| Full-time equivalent members                | 4.04                 | 3.00                 |
| Total key management personnel remuneration | 378,111              | 366,394              |

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

### Principal 1

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

|  | 2024<br>Actual<br>\$000 | 2023<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 150 - 160               | 140 - 150               |
| Benefits and Other Emoluments                    | 4 - 5                   | 4 - 5                   |
| Termination Benefits                             | -                       | -                       |

### Other Employees

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

| Remuneration<br>\$000 | 2024<br>FTE Number | 2023<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110             | 2.00               | 2.00               |
| 110 - 120             | 1.00               | 1.00               |
|                       | 3.00               | 3.00               |

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

## 18. Compensation and Other Benefits Upon Leaving

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

|                  | 2024<br>Actual | 2023<br>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 \$20,913 (2023: \$0) as a result of entering the following contracts:

| Contract Name                         | Remaining<br>Capital<br>Commitment<br>\$ |
|---------------------------------------|--|
| Mechanical Heating System Replacement | 20,913                                   |
| <b>Total</b>                          | <b>20,913</b>                            |

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<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents                         | 69,303               | 59,389                              | 21,330               |
| Receivables                                       | 78,436               | 70,250                              | 82,762               |
| Investments - Term Deposits                       | 21,824               | -                                   | 30,680               |
| Total financial assets measured at amortised cost | 169,563              | 129,639                             | 134,772              |

### Financial liabilities measured at amortised cost

|  |         |         |         |
|--|---------|---------|---------|
| Payables   | 138,054 | 96,100  | 166,067 |
| Finance Leases   | 10,158  | 5,000   | 5,157   |
| Total financial liabilities measured at amortised cost | 148,212 | 101,100 | 171,224 |

## 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.



## Cannons Creek School

### Members of the Board

| <b>Name</b>           | <b>Position</b>      | <b>How<br/>Position<br/>Gained</b> | <b>Term<br/>Expired/<br/>Expires</b> |
|-----------------------|----------------------|------------------------------------|--------------------------------------|
| Uputaua Ioapo-Peniata | Presiding Member     | Elected                            | Sep 2025                             |
| Katrina Day           | Principal            | ex Officio                         |                                      |
| Bridget Gerondis      | Staff Representative | Elected                            | Sep 2025                             |
| Leilani Daymond       | Other                | Elected                            | Sep 2025                             |
| Shawnray Tuakeu-Rota  | Other                | Co-opted                           | Dec 2025                             |
| Fatu Nimarota         | Other                | Elected                            | Sep 2025                             |

## Cannons Creek School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2,139 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Cannons Creek 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.

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF CANNONS CREEK SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Cannons Creek School (the School). The Auditor-General has appointed me, Geoff Potter, using the staff and resources of BDO Wellington Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at *31 December 2024* and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Basis for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises Members of the Board, Kiwisport/Statement of Compliance with Employment Policy, Statement of Variance, Evaluation of Schools Student Progress and Achievement and Report on how the School has given effect to Te Tiriti O Waitangi, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

Other than the audit, we have no relationship with, or interests in, the School.



**Geoff Potter**  
**BDO WELLINGTON AUDIT LIMITED**  
On behalf of the Auditor-General  
Wellington, New Zealand



# Statement of Variance 2024

Strategic Goal 1: *Whanau: to support connectedness and respect in our community*

Annual Target/Goal: *To develop improved connections and communications with whanau.*

| Actions   | What did we achieve?   | Evidence   | Reasons for any differences (variances)   | Planning for next year – where to next?   |
|---|--|--|---|---|
| <b>Action 1</b><br>Embed regular consult with whanau and learning workshops                 | Embed our "Mahi Tahi Tatou" events; working together as one with whanau  | Held 2 rounds of parent/teacher hui and 2 Mahi Tahi Tatou events   | Mahi Tahi Tatou events every term, parents engaged and used digital surveys for the first time  | Further develop Mahi Tahi Tatou events every term with workshops for whanau to focus on supporting learning at home.  |
| <b>Action 2</b><br>Develop a clear communication plan for contact with whanau and community | Plan for a clear communication plan: newsletter, app and website<br><br>Hero SMS changeover confirmed and training for admin staff completed | Introduced a new SMS - HERO<br><br>Eliminated variation across classes as to apps                                      | HERO working well for those engaged but still issues with 15-20% of whanau not engaging   | Completed 2 digital surveys.1 to check interest in school uniforms had strong engagement, 1 related to health curriculum very poor. So platform works when interest is there. |
| <b>Action 3</b><br>Develop clear procedures for transition to school and to intermediate    | Clear process in office for enrolment process. Year 6 teachers confident with transition to intermediate plans                               | Transition of Year 6 students to Brandon, Windley, Bishop Viard<br><br>Regular Kindy visits from Nuanua and enrolments | Transition to Brandon was disjointed this year due to staff illness. New entrant transition solid but will need revisit 2025 due to staff changes | Becoming a wider range of school students go to at Year 7, need to ensure all have a solid transition   |



## Strategic Goal 2: *Hauora: to enable each other to develop genuine wellbeing*

**Annual Target/Goal:** *to develop improved wellbeing for students and staff.*

| <b>Actions</b>  | <b>What did we achieve?</b>   | <b>Evidence</b>  | <b>Reasons for any differences (variances)</b>  | <b>Planning for next year – where to next?</b>  |
|---|---|--|---|---|
| <b>Action 1</b><br>Embed Te Ara Whakamana                       | Te Ara Whakamana approach embedded school wide. Staff and student understanding of this approach          | Teaching staff attended Hui-a-Tau in Masterton in class displays and approach understood and used by staff and students Parent Hui In Feb 2024 | Some variation in visibility and consistent use between classes due to staff confidence and personal preferences. | Look to combine Te Ara Whakamana, Restorative Practice and PB4L in to one consistent behaviour model                                  |
| <b>Action 2</b><br>Introduce Restorative Practice               | Restorative Practice PLD throughout 2024. Embedded behaviour coach at each break time                     | Waikato Uni provided facilitator booked for 2024<br>Duty Rosters for Behaviour coach   | Teaching staff engaged but next step will be getting support staff trained and on the same page.                  | Need to tie together PB4L, Restorative and Te Ara Whakamana so it is not 3 different approaches but just our whole school way.        |
| <b>Action 3</b><br>Establish a Tier 2 PB4L team to analyze data | Tier 2 team meetings introduced, behaviour issues and trends identified and focussed responses developed. | Mana Meeting timetabled, now includes our Awahi Mai Awahi Atu wellbeing specialist<br>Focussed responses to identified issues                  | Meetings fortnightly but long period when school was awaiting appointment of a new wellbeing specialist           | Timetable fortnightly meetings for Mana Team<br>Need to apply ABC and data analysis, still need all staff to input data appropriately |



### Strategic Goal 3: Action to empower each other to be proactive and enact change

**Annual Target/Goal:** *to create opportunities for students and staff to be proactive and enact change*

| <b>Actions</b>  | <b>What did we achieve?</b>   | <b>Evidence</b>   | <b>Reasons for any differences (variances)</b>   | <b>Planning for next year – where to next?</b>  |
|---|---|---|--|---|
| <b>Action 1</b><br>Introduce Bush Sprouts for our junior students as a precursor to Garden to Table       | We did not introduce Bush Sprouts for our junior classes but did get those classes to engage with an area of our school garden, also GTT now Year 3-6 | Garden to Table programme now across Year 3-6 not just 5-6. And junior classes engaging more with our school garden | Logistics of taking students out of the grounds with number of TA absences   | Continue to build on junior classes connect with our garden   |
| <b>Action 2</b><br>Walking School Bus - develop safe travel plans and alternative to parents dropping off | Established 2 walking school bus routes and a greater number of students biking and/or riding scooters to school.                                     | Walking school buses for 1 term<br>Number of bikes  | Difficulty to maintain leadership of walking school buses. Parents happy for their children to participate but unwilling to lead | Will try to shoulder tap specific parents - look for a reward Pak n Save voucher to inspire   |
| <b>Action 3</b><br>Review Board roles, effectiveness and ensure training and support for new trustees     | Board members have self selected one of the strategic goals to monitor and support. Trustees signed up on NZSTA to complete modules                   | Board minutes<br>NZSTA  | Board developing confidence in their roles, change of presiding member in 2024 (former PM stayed on Board to support her)        | Continue to build Board engagement in training opportunities. Prepare for next elections in 2025, with changes in office staff will need new returning officer. |

**Strategic Goal 4: Identity: to support each other to know who we are, be who we are and show who we are**

**Annual Target/Goal: to build a strong positive sense of identity for our students and staff**

| <b>Actions</b>   | <b>What did we achieve?</b>   | <b>Evidence</b>   | <b>Reasons for any differences (variances)</b>   | <b>Planning for next year – where to next?</b>  |
|--|---|---|--|---|
| <b>Action 1</b><br>Language weeks, recognise languages not included in Pasifika language weeks | 4 languages established with weekly lessons Te Reo, Gagana Samoa, Gagana Tokelau, Kuki Airani | Language timetable, Student voice<br>TA employed for Tokelau      | We chose not focus on one off events of language weeks but regular weekly sessions in 4 languages, aim is to truly build confidence      | Offer languages to all students not just those that identify as heritage language                         |
| <b>Action 2</b><br>Embed Mihi Whakatau- ensure all staff and students familiar with our kawa   | Agreed on process, once a term for new students and adult lead powhiri for adult manuhiri     | Staff led Powhiri<br>Student led mihi whakatau                    | Still an issue with confidence to run it at the very beginning of a term, partially why we are doing more that are staff led to model    | Continue to build student confidence to participate and lead.   |
| <b>Action 3</b><br>Review our kapa haka/poly club  | Reviewed the use of external NUOTWR tutors to provide our kapa haka instruction               | Kapa Haka sessions<br>Student confidence<br>Staff Dissatisfaction | General dissatisfaction with the service, students not learning enough new material, too repetitive and too often absent at short notice | Will have staff run sessions, use videos and online resources to support. Develop a much wider repertoire |

## Strategic Goal 5: Ako: to develop a local curriculum that reflects and responds to our community

*Annual Target/Goal: to develop consistent practice and pedagogy in the delivery of our local curriculum*

| <b>Actions</b>  | <b>What did we achieve?</b>   | <b>Evidence</b>                                       | <b>Reasons for any differences (variances)</b>  | <b>Planning for next year – where to next?</b>  |
|---|---|---|---|---|
| <b>Action 1</b><br>Introduce a Reflective Journal for Year 3-6 students | Students were introduced to making weekly reflections - initially verbally and then senior class increasingly in writing  | Written journals Class timetables Teacher notes       | Variation between classes and teachers. Need to ensure consistency, lack of buy in from some key teachers | Build in circle time so that a verbal reflection is happening in every class  |
| <b>Action 2</b><br>Induction to embed our new staff and Board           | Paired new staff with an established teacher as a mentor, to ensure consistent information, build collegial relationships | Board very stable<br>PLC minutes<br>PRT documentation | Both new teachers in 2024 have moved due to changes in personal circumstances.                            | When employing to put as much emphasis on how staff will fit in our team as to technical teaching skills Intro a teacher folder with key info |
| <b>Action 3</b><br>Homework Club  | Review homework club expectations and processes to support in class learning  | Student homework club folders and booklets            | Due to building work unable to site in our library so not as conducive to supporting reading              | Establish regular roster of classroom teachers for Homework club so they can see and support  |

## Strategic Goal 6: Voice: to support each other to form and voice our own views

**Annual Target/Goal:** to develop opportunities for students to speak up and speak out

| Actions  | What did we achieve?   | Evidence   | Reasons for any differences (variances)  | Planning for next year – where to next?   |
|--|--|--|--|---|
| <b>Action 1</b><br>Student Input: seek further opportunities for student input | Students contributed their design ideas for new window designs to represent their ethnic backgrounds                                 | Window designs   | We had looked for more opportunity- articles for the newsletter, suggestion box, student council but none were achieved                  | Establish student council so there is a clear pathway to collect student voice  |
| <b>Action 2</b><br>Speech Events: Whakapiki o te Reo                           | Students participated in Whakapiki te Reo. And a number of student were involved in school prelims, built on work in language groups | Participation in Interschool speech events<br>In school preliminaries<br>Regular language groups | Achieved but limited to elite group of students with high confidence/high support, need to make it accessible to wider group of students | Build on participation to encourage more students to try. Continue development of language groups. Raise expectations re presentation in assemblies. Include more languages |
| <b>Action 3</b><br>Survey whanau for their voice                               | Strong whanau response to survey re. School uniform<br>Very limited response to health curriculum survey                             | Survey responses   | Appears parents did not have strong feeling re curriculum but uniforms they felt able to express clear opinions                          | Breaking down curriculum info so that parents do engage with it. Continue to build on ways of collecting feedback from whanau   |

## Strategic Goal 7: Improving Student Achievement

**Annual Target/Goal:** *An increasing number of students working at or above expected levels in Reading: Accelerate 18 students identified as “At Risk” in Reading in 2023 to “At” by end of 2024*

Of these 18 students 2 made accelerated progress, 3 left this school and 13 made progress but remain at risk.

| Actions   | What did we achieve?  | Evidence  | Reasons for variance   | Planning for next year  |
|---|---|---|--|---|
| <b>Action 1</b><br>Extend BSLA for Year 03-4 students   | BSLA implemented in junior classes, 2 teachers worked micro-credentials. Students more confident in sound to letter. Greater consistency of teaching approach | Staff PLD<br>Student assessment data<br>BSLA planning | The two Year 3-4 teachers were resistant to change, reluctant to engage with the PLD.                  | Further embed BSLA and ensure all staff in classroom positions are engaging with our expectations around this approach.                 |
| <b>Action 2</b><br>School Entry kete: implement the school entry kete for new entrant testing | School Entry Kete informing teacher as to student next steps, better able to plan and support learning.   | School Entry Kete data                                | Staff understanding of this tool, require more unpacking for those not as involved in it's development | Further embed School entry kete, ensure follow up after 1 year at school in place of Ob Survey  |
| <b>Action 3</b><br>PACT tool embed PACT tool as primary assessment for reading                | PACT tool used for both reading and writing, clearer alignment between both reading and writing. Provides very clear next steps for learning and planning     | PACT data   | PACT not as informative for new entrants but aligns with School Entry Kete, so using Kete initially    | Ensure robust moderation between classes at same level and across levels. Ensure assessment is informing planning to meet student needs |



**Annual Target/Goal:** *An increasing number of students working at or above expected levels in Writing.*  
**Accelerate 18 students identified as “At Risk” in Writing in 2022 to “At” by end of 2023**

Of these 18 students, 2 made accelerated progress to now be achieving at expectation, 3 left the school and 13 remain at risk.

| <b>Actions</b>   | <b>Outcome</b>   | <b>Evidence</b>   | <b>Variance</b>   | <b>Next Steps</b>   |
|--|--|---|---|---|
| <b>Action 1</b><br>Embed PLC's professional learning circles     | Increasingly shared practice and robust professional discussion  | PLC minutes<br>Reflection on practice, open to adapt practice | Staff reluctance to discuss issues need to continue building collaboration and open reflection  | Need to continue building culture of sharing issues learning from each other                                      |
| <b>Action 2</b><br>Resource TA time to support ALL target groups | ALL groups established in each class for identified target students. Resourced with 45 minutes per day of TA time to support | TA timetable<br>Budget - TA funding<br>ALL target group books | Planned to occur daily but TA support was irregular due to rate of sick leave amongst TAs and safety needs of ORS students requiring regular constant change to cover high needs student. | Change TA timetable to cover ORS student safety needs without interrupting support programmes for other students. |
| <b>Action 3</b><br>Engage whānau in their child's learning       | Introduce digital reporting through HERO and regular learning profiles<br>Hold once a term Mahi Tahī Tatou events            | Learning Profiles<br>Mahi Tahī Tatou Events                   | Still working to connect and engage whānau with our digital platform, HERO  | Add section in the school newsletter that reminds as to ways to support learning at home.                         |

**Annual Target/Goal:** *An increasing number of students working at or above expected levels in Mathematics. Accelerate 35 students identified as "At Risk" in Mathematics in 2022 to "At" by end of 2023*

Of these 26 students, 7 have made accelerated progress to be achieving at expectation, 5 have left this school and 13 remain at risk.

| <b>Actions</b>  | <b>Outcome</b>  | <b>Evidence</b>                       | <b>Variance</b>   | <b>Next Steps</b>  |
|---|---|---------------------------------------|---|--|
| <b>Action 1</b><br>Develop a balanced and consistent approach to maths planning   | DMIC is still used as an approach to problem solving however not following a full DMIC plan   | Teacher Planning<br>Student workbooks | Difficulty ensuring consistency across all classes  | Implement an agreed maths plan that will work across all levels  |
| <b>Action 2</b><br>Resources: stocktake and purchase plan to ensure all rooms are equipped with quality maths equipment | Each class completed a stocktake and maths equipped purchased as per needs. PD for staff on use of equipment to demonstrate understanding | Maths resources<br>Purchase orders    | Identified issues where teachers had equipment better suited for other year levels due to changes in rooms.         | Introduce new MGE supplied resources "Maths No Problem" texts and workbooks  |
| <b>Action 3</b><br>Whanau Workshops: run workshops for whanau on mathematics and other digital programmes               | Mahi Tahī Tātou events were held but not focussed on maths  | Mahi Tahī Tātou events                | Whanau events were held but focus was on connecting and then on PELP materials for bilingual literacy and not maths | Embed Mahi Tahī Tātou events every term and introduce workshops for whānau focus on supporting learning at home, especially maths. |

Strategic Goal 8: An increasing number of students attending and engaging with school

Annual Target/Goal: To improve the attendance rates from 85.5% in 2023 to 90% plus.

Average attendance in 2024 was 85% down slightly from 85.5% in 2023

| Actions   | Outcome  | Evidence   | Variance  | Next Steps  |
|---|--|--|---|---|
| <b>Action 1</b><br>SWIS: our social worker to follow up with and support whanau with poor attendance                                | SWIS followed up with whanau identified at SENCO hui. Whanau offered support such as school van for pick ups to support attendance | SENCO hui notes  | Can be an issue if parents will not give permission to engage with SwIS   | To refer to attendance officer if there is no engagement with SwIS  |
| <b>Action 2</b><br>Wellbeing Project: a girls and boys group to check in with and engage students identified with high social needs | TAs ran wellbeing groups each afternoon to support students.   | TA timetable   | TAs working with some of our highest needs students felt under supported in this role. Also could be irregular with TA absences and need to prioritize student with safety concerns | Support and training for staff running wellbeing groups<br>Survey students as to wellbeing and engagement |
| <b>Action 3</b><br>Van to support students with a record of poor attendance   | Our school van running a daily route to pick up and drop off some of our most vulnerable students                                  | Van regularly picking up students<br><br>Request from OT and family harm team to support specific whanau | Balancing who should be getting this assistance with those who come in expecting it.  | Hire a TA to drive the van so it is not taking teaching staff/principal off site before and after school. |





## Te Tiriti o Waitangi 2024 Statement

Our school has given effect to the Treaty of Waitangi through our teaching programmes enacting the New Zealand curriculum. This includes but not limited to te reo Maori, kapa haka, and Aotearoa New Zealand histories.

The development of our local curriculum has resulted in a school pepeha, connecting to our local environment and tangata whenua. On a large scale it includes the celebration of Matariki, Te Wiki o te Reo Maori and Mahuru Maori. On a smaller scale it includes the selection of reading texts and DMIC maths problems reflecting culturally relevant contexts. Students have participated in Whakapiki Te Reo speeches supported by our weekly languages programme which is in addition to us now functioning as a 4B te reo school with approximately 3 hours a week of instruction in te reo.

Our school kawa includes the use of whakatauki and karakia where appropriate for our school and context.

Staff are actively involved in further developing their personal te reo proficiency, with staff participating in personal study through Te Wananga o Raukawa and Massey University.

