

# TE AKAU SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 1998

**Principal:** Hannah O'Brien

**School Address:** 953 Te Akau Road

**School Postal Address:** 953 Te Akau Road, RD1, Ngaruawahia, 3793

**School Phone:** 07 825 4777

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

**Accountant / Service Provider:**

**Education**  *Services.*  
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# TE AKAU SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Te Akau 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.

Jamie Brian Seton Andrews Hannah Sharon O'Brien

Full Name of Presiding Member

Full Name of Principal



Signature of Presiding Member

Signature of Principal

29.5.2025

29.5.2025

Date:

Date:

**Te Akau School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	692,713	550,812	636,739
Locally Raised Funds	3	27,075	20,400	14,194
Interest		7,197	4,500	6,054
<b>Total Revenue</b>		726,985	575,712	656,987
<b>Expense</b>				
Locally Raised Funds	3	46,424	31,500	44,746
Learning Resources	4	450,370	375,148	429,675
Administration	5	90,570	35,620	59,852
Interest		135	90	191
Property	6	140,223	123,221	197,666
<b>Total Expense</b>		727,722	565,579	732,130
<b>Net Surplus / (Deficit) for the year</b>		(737)	10,133	(75,143)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(737)	10,133	(75,143)

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

**Te Akau 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>		154,516	180,738	229,659
Total comprehensive revenue and expense for the year		(737)	10,133	(75,143)
Contribution - Furniture and Equipment Grant		4,320	-	-
<b>Equity at 31 December</b>		158,099	190,871	154,516
Accumulated comprehensive revenue and expense		158,099	190,871	154,516
<b>Equity at 31 December</b>		158,099	190,871	154,516

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.

**Te Akau 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	66,253	136,587	172,484
Accounts Receivable	8	44,542	28,846	32,943
GST Receivable		3,135	-	-
Prepayments		12,200	7,294	11,894
Inventories	9	-	96	-
Investments	10	45,000	45,000	20,000
		<u>171,130</u>	<u>217,823</u>	<u>237,321</u>
<b>Current Liabilities</b>				
GST Payable		-	4,008	13,111
Accounts Payable	12	54,254	34,296	39,235
Revenue Received in Advance	13	1,379	16	987
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	1,164	1,287	1,226
Funds held for Capital Works Projects	16	-	-	84,869
		<u>56,797</u>	<u>39,607</u>	<u>139,428</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>114,333</u>	<u>178,216</u>	<u>97,893</u>
<b>Non-current Assets</b>				
Investments (more than 12 months)	10	-	-	25,000
Property, Plant and Equipment	11	45,087	27,896	31,888
Work in Progress		5,348	-	-
		<u>50,435</u>	<u>27,896</u>	<u>56,888</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	2,888	13,750	-
Finance Lease Liability	15	3,781	1,491	265
		<u>6,669</u>	<u>15,241</u>	<u>265</u>
<b>Net Assets</b>		<u>158,099</u>	<u>190,871</u>	<u>154,516</u>
<b>Equity</b>		<u>158,099</u>	<u>190,871</u>	<u>154,516</u>

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

# Te Akau School

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		186,993	186,647	189,246
Locally Raised Funds		26,922	20,400	14,331
Goods and Services Tax (net)		(16,246)	-	9,103
Payments to Employees		(79,564)	(65,823)	(105,195)
Payments to Suppliers		(166,611)	(164,904)	(133,721)
Interest Paid		(135)	(90)	(191)
Interest Received		7,061	4,500	5,063
Net cash from/(to) Operating Activities		(41,580)	(19,270)	(21,364)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(22,469)	(15,000)	(10,020)
Net cash from/(to) Investing Activities		(22,469)	(15,000)	(10,020)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		4,320	-	-
Finance Lease Payments		(320)	(1,269)	(372)
Funds Administered on Behalf of Other Parties		(46,182)	-	32,114
Net cash from/(to) Financing Activities		(42,182)	(1,269)	31,742
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(106,231)</b>	<b>(35,539)</b>	<b>358</b>
Cash and cash equivalents at the beginning of the year	7	172,484	172,126	172,126
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>66,253</b>	<b>136,587</b>	<b>172,484</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.

# Te Akau School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Te Akau 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 21b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

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

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

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

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

### **Interest Revenue**

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

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

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

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

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

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

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

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

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

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

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

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

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

### **Finance Leases**

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

## Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-75 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	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	220,671	186,816	189,681
Teachers' Salaries Grants	372,002	279,748	350,463
Use of Land and Buildings Grants	100,040	83,448	95,541
Transport Grant	-	800	1,054
	692,713	550,812	636,739

## 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	1,917	1,400	8,187
Fees for Extra Curricular Activities	1,271	2,000	5,487
Other Revenue	23,887	17,000	520
	27,075	20,400	14,194
<b>Expense</b>			
Extra Curricular Activities Costs	1,615	500	5,644
Trading	-	-	96
Fundraising and Community Grant Costs	1,335	-	-
Other Locally Raised Funds Expenditure	43,474	31,000	39,006
	46,424	31,500	44,746
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	(19,349)	(11,100)	(30,552)

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	19,296	17,300	8,128
Employee Benefits - Salaries	417,667	332,148	401,236
Staff Development	4,712	10,500	5,782
Depreciation	8,695	15,000	14,529
Other Learning Resources	-	200	-
	450,370	375,148	429,675

## 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	7,561	5,200	4,698
Board Fees and Expenses	30,767	6,420	6,555
Other Administration Expenses	17,374	13,600	11,626
Employee Benefits - Salaries	22,589	-	26,591
Insurance	6,939	5,400	5,402
Service Providers, Contractors and Consultancy	5,340	5,000	4,980
	<u>90,570</u>	<u>35,620</u>	<u>59,852</u>

## 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	12,328	4,400	4,028
Cyclical Maintenance	2,888	2,750	(8,250)
Heat, Light and Water	5,622	6,500	6,673
Repairs and Maintenance	7,212	11,200	76,014
Use of Land and Buildings	100,040	83,448	95,541
Employee Benefits - Salaries	7,324	13,423	15,446
Other Property Expenses	4,809	1,500	8,214
	<u>140,223</u>	<u>123,221</u>	<u>197,666</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	66,253	136,587	172,484
Cash and cash equivalents for Statement of Cash Flows	<u>66,253</u>	<u>136,587</u>	<u>172,484</u>

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

Of the \$66,253 Cash and Cash Equivalents, \$1,379 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	1,403	4,255	3,313
Receivables from the Ministry of Education	2,347	-	175
Interest Receivable	1,127	-	991
Teacher Salaries Grant Receivable	39,665	24,591	28,464
	<u>44,542</u>	<u>28,846</u>	<u>32,943</u>
Receivables from Exchange Transactions	2,530	4,255	4,304
Receivables from Non-Exchange Transactions	42,012	24,591	28,639
	<u>44,542</u>	<u>28,846</u>	<u>32,943</u>

## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Uniform	-	96	-
	<u>-</u>	<u>96</u>	<u>-</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	45,000	45,000	20,000
Non-current Asset			
Long-term Bank Deposits	-	-	25,000
Total Investments	<u>45,000</u>	<u>45,000</u>	<u>45,000</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	12,368	-	-	-	(859)	11,509
Furniture and Equipment	11,610	15,011	-	-	(3,497)	23,124
Information and Communication Technology	5,945	955	-	-	(2,820)	4,080
Leased Assets	1,531	4,772	-	-	(1,481)	4,822
Library Resources	434	1,156	-	-	(38)	1,552
	31,888	21,894	-	-	(8,695)	45,087

The net carrying value of equipment held under a finance lease is \$4,822 (2023: \$1,531)

### 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	44,885	(33,376)	11,509	44,885	(32,517)	12,368
Furniture and Equipment	154,824	(131,700)	23,124	139,813	(128,203)	11,610
Information and Communication Technology	49,765	(45,685)	4,080	48,811	(42,866)	5,945
Motor Vehicles	79,587	(79,587)	-	79,587	(79,587)	-
Leased Assets	24,637	(19,815)	4,822	19,865	(18,334)	1,531
Library Resources	14,966	(13,414)	1,552	13,809	(13,375)	434
	368,664	(323,577)	45,087	346,770	(314,882)	31,888

## 12. Accounts Payable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	9,773	2,273	4,905
Accruals	4,413	4,938	5,086
Employee Entitlements - Salaries	39,665	24,591	28,464
Employee Entitlements - Leave Accrual	403	2,494	780
	54,254	34,296	39,235
Payables for Exchange Transactions	54,254	34,296	39,235
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	54,254	34,296	39,235

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue in Advance	-	16	-
Grants in Advance - Ministry of Education	1,379	-	987
	<u>1,379</u>	<u>16</u>	<u>987</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	-	11,000	8,250
Increase to the Provision During the Year	2,888	2,750	-
Use of the Provision During the Year	-	-	-
Other Adjustments	-	-	(8,250)
Provision at the End of the Year	<u>2,888</u>	<u>13,750</u>	<u>-</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	2,888	13,750	-
	<u>2,888</u>	<u>13,750</u>	<u>-</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2035. 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	1,411	1,287	1,316
Later than One Year and no Later than Five Years	4,193	1,491	272
Future Finance Charges	(659)	-	(97)
	<u>4,945</u>	<u>2,778</u>	<u>1,491</u>
<b>Represented by</b>			
Finance lease liability - Current	1,164	1,287	1,226
Finance lease liability - Non current	3,781	1,491	265
	<u>4,945</u>	<u>2,778</u>	<u>1,491</u>

## 16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
B - Exterior Learning Area	235514	37,559	-	(37,559)	-	-
Replacement of Existing Cabinetry	237647	47,310	4,297	(51,607)	-	-
LSC & Minor Alterations	220021	-	55,143	(55,143)	-	-
Totals		84,869	59,440	(144,309)	-	-

### Represented by:

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

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP Playground/Storage Shed	222512	10,452	-	(10,452)	-	-
Toilet Refurb & Drink Fountain	229613	14,722	(6,767)	(7,955)	-	-
B - Exterior Learning Area	235514	37,559	-	-	-	37,559
Replacement of Existing Cabinetry	237647	-	47,310	-	-	47,310
Totals		62,733	40,543	(18,407)	-	84,869

### Represented by:

Funds Held on Behalf of the Ministry of Education	84,869
Funds Receivable from the Ministry of Education	-

## 17. 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.

## 18. 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	3,965	2,895
<i>Leadership Team</i>		
Remuneration	143,421	127,070
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	147,386	129,965

There are 6 members of the Board excluding the Principal. The Board has held 10 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	130 - 140	60 - 70
Benefits and Other Emoluments	3 - 4	1 - 2
Termination Benefits	22	-

### Principal 2

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	-	60 - 70
Benefits and Other Emoluments	-	-
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
	0.00	0.00

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

## 19. 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

## 20. 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.

## 21. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$0).

### (b) Operating Commitments

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

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	66,253	136,587	172,484
Receivables	44,542	28,846	32,943
Investments - Term Deposits	45,000	45,000	45,000
Total financial assets measured at amortised cost	155,795	210,433	250,427

### Financial liabilities measured at amortised cost

Payables	54,254	34,296	39,235
Finance Leases	4,945	2,778	1,491
Total financial liabilities measured at amortised cost	59,199	37,074	40,726

## 23. Events After Balance Date

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

## 24. Comparatives

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

## 25. Breach of Authority

The Board has failed to comply with Section 67 of the Education Act 1989 in that no authority is held from the Ministry of Education for borrowing which, in aggregate, involves repayments of interest and capital in excess of one tenth of the Board's operational activities grant for the year. The extent of the breach is assessed at \$494 in excess of the 10% allowable limit. (2023 \$0)



## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF TE ĀKAU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Te Ākau School (the School). The Auditor-General has appointed me, Foster Shek using the staff and resources of PKF Hamilton Audit Ltd, 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 Public Sector – Public Benefit Entity 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 the information included on pages 1, 24 to 34, 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.

A handwritten signature in blue ink, appearing to read 'Foster Shek', written in a cursive style.

Foster Shek  
PKF Hamilton Audit Ltd  
On behalf of the Auditor-General  
Hamilton, New Zealand

## Te Akau School

### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Hayley Smith	Presiding Member	Elected	Jan 2025
April Orleans	Principal	ex Officio	
Tom Lilley	Parent Representative	Co-opted	Sep 2025
James Glenn	Parent Representative	Co-opted	Sep 2025
Tom Jackson	Parent Representative	Elected	May 2025
Melissa Copeland	Parent Representative	Elected	Sep 2025
Jamie Andrews	Parent Representative	Co-opted	Sep 2025
Hayley Smith	Staff Representative	Elected	Sep 2025

## Te Akau School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$0 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Te Akau 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.

**Strategic Goal 1: Our Learning**  
As per the strategic plan

**Annual Target/Goal: Te Akau School is the valley of lifelong learning.**  
As per the annual implementation plan

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> Localised Curriculum Development	<ul style="list-style-type: none"> <li>Garden to Table was implemented</li> <li>Staff visited other schools to observe and reflect on how curriculum was adapted to local context</li> <li>New student management system was implemented that better aligns with the local curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Lovely gardens</li> <li>Staff visited the following schools: Waerenga School and reflected on their learning</li> <li>New SMS implemented</li> </ul>	As the government priorities focused on the implementation of a revised and standardized national curriculum, our focus on localized curriculum shifted	In 2025 the focus target of 'Our learning' needs to be simpler, measurable and focused on curriculum implementation, assessment for learning and achievement.
<b>Action 2</b> Embedded Assessment for Learning practices	<ul style="list-style-type: none"> <li>Review of current assessment across the school</li> <li>Draft assessment schedule was written for evaluation in 2025</li> </ul>	<ul style="list-style-type: none"> <li>New assessment schedule developed for trial in 2025</li> </ul>	Goal achieved	In 2025 we will implement the draft assessment schedule and evaluate its efficacy
<b>Action 3</b> Investigate the Science of Reading and Literacy Development for best practice within our context	<ul style="list-style-type: none"> <li>Staff attended Liz Kane structured literacy PLD</li> </ul>	<ul style="list-style-type: none"> <li>All staff trained in structured literacy</li> </ul>	Goal achieved	In 2025, all teaching staff will implement the revised English and Maths curricula across years 0-8.

**Strategic Goal 2: Our hauora and holistic wellbeing**  
*As per the strategic plan*

**Annual Target/Goal: Te Akau School nurtures well-rounded, responsive learning.**  
*As per the annual implementation plan*

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> Providing opportunities for children to learn outside the classroom	<ul style="list-style-type: none"> <li>Termly offsite EOTC opportunities were implemented</li> </ul>		Goal achieved	In 2025 we have a whole school camp as out focus for EOTC.
<b>Action 2</b> Student engagement and attendance			Due to a change in leadership in Term 4, some goals were archived. Our focus turned to school management and student achievement.	Regular attendance in line with the governments priorities and STAR will be a priority in 2025. A quantifiable goal will be set for 2025.
<b>Action 3</b> Collaborative high-trust staff engagement	<ul style="list-style-type: none"> <li>Semi-regular staff meetings and morning tea shouts were implemented</li> </ul>	Staff meeting minutes, staff survey feedback.	Goal achieved	In 2025 we will review the relevance of actions relating to focus on our main targets of achievement and teaching and learning.

**Strategic Goal 3: Our culture and community**  
As per the strategic plan

**Annual Target/Goal: Te Akau School is the heart of the community.**  
As per the annual implementation plan

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> School values and vision are living				Student, staff and whanau voice will be sought as part of the Principal recruitment process in 2025.
<b>Action 2</b> Building educationally powerful connections with parents, whānau and the community.	<ul style="list-style-type: none"> <li>Hero student management software was opened to whānau to help increase engagement with whānau</li> <li>A whānau event was held each term attendance goal at whānau events was met.</li> </ul>	SMS system running and adopted by more than 80% of whanau.	Goal achieved	
<b>Action 3</b> Board education				In 2025 we will review the relevance of actions relating to focus on our main targets of achievement and teaching and learning. NZSBA training for the board will happen in 2025.

#### Strategic Goal 4: Personnel, Property, Finance and Health and Safety

As per the strategic plan

#### Annual Target/Goal: Te Akau School is a good employer with equitable and planned use of resources to enable quality teaching and learning in a safe environment that fosters hauora.

As per the annual implementation plan

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?  What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.  Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> Personnel: Regular board self-review, effective appraisal and attestation process, Professional Growth Cycle	<ul style="list-style-type: none"> <li>A Professional Growth Cycle document was created for staff</li> </ul>	PGC documents as completed by staff members.	Goal achieved	In 2025 we will review the relevance of actions relating to focus on our main targets of achievement and teaching and learning.
<b>Action 2</b> Property and Finance: Implement 5YA and 10YPP, board professional development for finance and governance, plan and implement development and maintenance of property. Continue promoting fundraising and seeking grants	<ul style="list-style-type: none"> <li>Works as per the 5YA have proceeded with the update of the Library and the LSC space.</li> </ul>		Goal achieved	A review of final 5YA projects will be undertaken in 2025. Preparation for the 2026 10YPP will begin in 2025.
<b>Action 3</b> Health and Safety: School is an environment free from discrimination with inclusive practices. School is a physically safe space that promotes well being.	<ul style="list-style-type: none"> <li>A behaviour management plan was developed</li> </ul>	Behaviour management process document 2024	Goal achieved	

# Evaluation and analysis of the school's students' progress and achievement

## Curriculum Achievement Analysis 2024

### Introduction

This report provides an overview of student achievement and progress across the curriculum for 2024. It evaluates overall performance in core learning areas, including Mathematics, English Writing, and English Reading. Additionally, it highlights our school's engagement in other curriculum areas such as Science, Social Sciences, Aotearoa New Zealand Histories, and Health and Physical Education.

This analysis is designed to support governance and leadership activities by providing insights into student learning outcomes. It considers the impact of our local curriculum on student achievement and outlines how we have worked to ensure all learners make expected progress.

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### Student Achievement Overview

Based on data gathered at the end of Term 4, 2024 from our student management system informed by standardised assessment such as PROBE, JAM, GLOSS and e-Assile, as well as program specific assessment such as the Liz Kane Little Learners Love Literacy Reading Assessment and over-all teacher judgement.

#### Mathematics (Number and Algebra)

- **Above/Well Above Expected Level:** 23.3% of students were judged as performing above or well above expectations.
- **At Expected Level:** 53.5% of students achieved at the expected curriculum level.
- **Working Towards Expected Level:** 18.6% of students were identified as needing additional support.

#### English Writing

- **Above/Well Above Expected Level:** 9.3% of students were above expectations.
- **At Expected Level:** 60.5% of students met expectations.
- **Working Towards Expected Level:** 25.6% of students required additional support.

#### English Reading

- **Above/Well Above Expected Level:** 16.3% of students exceeded expectations.
- **At Expected Level:** 55.8% of students met expectations.
- **Working Towards Expected Level:** 23.3% of students were working towards expectations.

This data reflects the need for continued focus on literacy and numeracy, ensuring students receive appropriate support to progress in these essential learning areas.

### Analysis by Student Groups

- **Boys:**
  - **Above/Well Above Expected Level:** 35% (Mathematics), 15% (Writing), 15% (Reading) of students exceeded expectations.



- **At Expected Level:** 45% (Mathematics), 55% (Writing), 60% (Reading) of students met expectations.
  - **Working Towards Expected Level:** 20% (Mathematics), 30% (Writing), 25% (Reading) of students were working towards expectations.
- **Girls:**
  - **Above/Well Above Expected Level:** 14% (Mathematics), 4% (Writing), 19% (Reading) of students exceeded expectations.
  - **At Expected Level:** 66% (Mathematics), 71% (Writing), 57% (Reading) of students met expectations.
  - **Working Towards Expected Level:** 19% (Mathematics), 23% (Writing), 23% (Reading) of students were working towards expectations.
- Achievement levels across genders are generally consistent, though trends indicate that boys require additional support in writing, while girls perform slightly stronger in reading.
- **Māori Learners:**
  - **Above/Well Above Expected Level:** 25% (Mathematics), 25% (Writing), 33% (Reading) of students exceeded expectations.
  - **At Expected Level:** 41% (Mathematics), 41% (Writing), 33% (Reading) of students met expectations.
  - **Working Towards Expected Level:** 33% (Mathematics, Writing and Reading) of students were working towards expectations.
- Māori learners have shown strong engagement across learning areas. Our school continues to support them with culturally responsive teaching strategies, including kapa haka, Māori visual arts, and integration of te reo Māori across subjects.

## Engagement Across the Curriculum

While this report focuses on literacy and numeracy, our school actively supports learning across the entire curriculum.

### Science

- We partnered with **Landcare** to engage students in real-world environmental education.
- Our fortnightly use of **House of Science boxes** enriched students' hands-on learning experiences in scientific inquiry.
- Our students demonstrated consistent progress in this learning area.

### Social Sciences

- Students engaged with global events such as the **Olympics and Paralympics**, fostering discussions on international cooperation and perseverance.
- Commemorations such as **Anzac Day** provided opportunities for historical reflection and community engagement.
- Our students demonstrated consistent progress in this learning area.

### Aotearoa New Zealand Histories

- A schoolwide **Matariki celebration** included a **community kai event, Māori visual art exhibition and kapa haka performances**, strengthening our connection with te ao Māori.
- Our students demonstrated consistent progress in this learning area.

## Health & Physical Education

- Students participated in a wide range of sports, including **cricket and rippa rugby**.
- We engaged with local health services such as the **dental caravan and public health nurse**, ensuring student well-being was a priority.
- Our students demonstrated consistent progress in this learning area.

## Conclusion

Our school remains committed to delivering a well-rounded curriculum that supports academic achievement and personal growth. While literacy and numeracy remain key areas of focus, we continue to foster student engagement through hands-on science, historical and cultural learning, and physical well-being initiatives.

We will use this data to refine our teaching strategies and ensure that all students receive the support they need to thrive. Our partnerships with community organizations and the integration of local curriculum elements remain essential to our ongoing success.

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

### Giving Effect to Te Tiriti o Waitangi at Te Akau School

At Te Akau School, we are committed to upholding the principles of Te Tiriti o Waitangi through our governance, curriculum, and community engagement. Below are key actions undertaken by the Board to meet our obligations under Section 127(1)(d) of the Education and Training Act 2020:

### Reflection of Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori in School Plans, Policies, and Curriculum

- Our local curriculum has been designed to integrate tikanga Māori and mātauranga Māori authentically. This includes embedding Aotearoa New Zealand's histories curriculum to ensure that students develop a strong understanding of Māori perspectives on historical events.
- We work closely with local iwi and whānau to ensure that our teaching and learning reflect local knowledge and cultural traditions.

### Analysis of Student Data with a Focus on Māori Students

- We conduct analyses of student achievement data to monitor progress for Māori learners specifically.
- By disaggregating assessment data, we identify trends, strengths, and areas for improvement in Māori student achievement and well-being.
- Interventions and targeted support strategies are developed based on these insights, ensuring equitable educational outcomes.

### Providing Instruction in Tikanga Māori and Te Reo Māori

- Our teachers incorporate tikanga Māori into daily classroom routines, including karakia, waiata, and traditional narratives.
- Te reo Māori instruction is embedded across all year levels, with increasing opportunities for students to develop their proficiency.
- We have partnered with local Māori educators to enhance staff capability and ensure culturally responsive teaching practices.

### Whānau Matariki Event

- This year, we hosted a school-wide Whānau Matariki event, bringing together students, staff, and the wider community to celebrate Matariki in a meaningful way.
- The event featured storytelling, traditional kai, kapa haka performances, and an art exhibition of Matariki focussed artwork.
- Feedback from whānau was very positive, reinforcing the value of such initiatives in strengthening school-community connections.

### Engagement with Local Kaumātua

- In Term 4, we engaged with a local kaumātua and hosted him at our school.
- The kaumātua shared valuable knowledge, stories, and tikanga with staff, enriching our understanding of local Māori history and traditions.

- This engagement strengthened our ties with the local Māori community and provided students with an authentic learning experience. We hope to build on this relationship in 2025.

### **Te Ao Māori Focused Development Program**

- Students participated in a Te Ao Māori focused personal development program at The Refinery in Raglan.
- This program provided students with hands-on experiences in martial arts, storytelling, and cultural practices, deepening their understanding of te ao Māori.
- The initiative was well received by students and whānau, further enriching our culturally responsive curriculum.

### **Commitment to Equitable Outcomes for Māori Students**

- Our Board has prioritised initiatives that ensure Māori students have the same opportunities to excel as their peers.
- We have engaged with whānau and iwi to discuss strategies for lifting Māori student achievement and well-being.
- Funding has been allocated to support culturally responsive teaching resources and programs that directly benefit Māori learners.

Through these initiatives, Te Akau School continues to demonstrate its commitment to giving effect to Te Tiriti o Waitangi, fostering a learning environment where Māori students feel valued, supported, and empowered to succeed.