

OAKURA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2208

Principal: Dave Smith

School Address: 16 Donnelly Street, Oakura

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School Phone: 06 752 7719

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Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

OAKURA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Oakura 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.

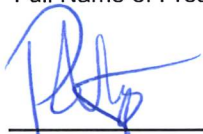
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Paul Joseph Veric

Full Name of Presiding Member



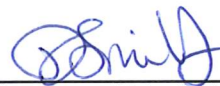
Signature of Presiding Member

26/5/25

Date:

David Smith

Full Name of Principal



Signature of Principal

26/5/25

Date:

Oakura School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,433,221	2,935,307	3,355,292
Locally Raised Funds	3	157,126	142,239	225,301
Interest		8,904	7,500	15,499
Gain on Sale of Property, Plant and Equipment		290	-	-
Other Revenue		-	-	1,945
Total Revenue		3,599,541	3,085,046	3,598,037
Expense				
Locally Raised Funds	3	67,630	40,300	64,568
Learning Resources	4	2,446,851	2,163,681	2,399,852
Administration	5	165,705	159,811	164,075
Interest		2,738	1,052	2,855
Property	6	991,648	730,876	931,256
Loss on Disposal of Property, Plant and Equipment		-	-	75
Total Expense		3,674,572	3,095,720	3,562,681
Net Surplus / (Deficit) for the year		(75,031)	(10,674)	35,356
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(75,031)	(10,674)	35,356

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

Oakura School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January		1,380,981	1,284,621	1,319,324
Total comprehensive revenue and expense for the year		(75,031)	(10,674)	35,356
Contributions from the Ministry of Education - MOE Donated Assets		34,577	-	-
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	26,301
Equity at 31 December		1,340,527	1,273,947	1,380,981
Accumulated comprehensive revenue and expense		1,340,527	1,273,947	1,380,981
Equity at 31 December		1,340,527	1,273,947	1,380,981

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.

Oakura School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	219,514	(747,442)	242,152
Accounts Receivable	8	186,233	182,984	163,232
GST Receivable		11,855	74,983	14,350
Prepayments		793	9,269	10,380
Inventories	9	3,403	5,879	1,375
Investments	10	150,000	130,000	150,000
Funds Receivable for Capital Works Projects	17	-	-	9,015
		571,798	(344,327)	590,504
Current Liabilities				
Accounts Payable	12	221,773	178,833	165,877
Borrowings	13	5,083	-	5,083
Revenue Received in Advance	14	213	8,464	3,728
Provision for Cyclical Maintenance	15	79,237	53,946	60,143
Finance Lease Liability	16	13,687	31,803	21,199
		319,993	273,046	256,030
Working Capital Surplus/(Deficit)		251,805	(617,373)	334,474
Non-current Assets				
Property, Plant and Equipment	11	1,161,645	1,971,708	1,129,990
		1,161,645	1,971,708	1,129,990
Non-current Liabilities				
Borrowings	13	8,895	-	13,978
Provision for Cyclical Maintenance	15	49,475	51,846	61,029
Finance Lease Liability	16	14,553	28,542	8,476
		72,923	80,388	83,483
Net Assets		1,340,527	1,273,947	1,380,981
Equity		1,340,527	1,273,947	1,380,981

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

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

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		733,548	680,289	712,726
Locally Raised Funds		154,368	142,239	219,798
Goods and Services Tax (net)		2,495	-	60,633
Payments to Employees		(488,747)	(404,657)	(425,825)
Payments to Suppliers		(331,359)	(1,148,010)	(363,865)
Interest Paid		(2,738)	(1,052)	(2,855)
Interest Received		9,094	7,500	15,649
Net cash from/(to) Operating Activities		76,661	(723,691)	216,261
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	70
Purchase of Property Plant & Equipment (and Intangibles)		(82,749)	(98,204)	(204,148)
Purchase of Investments		-	-	(20,000)
Net cash from/(to) Investing Activities		(82,749)	(98,204)	(224,078)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	26,301
Finance Lease Payments		(20,482)	(35,619)	(23,508)
Repayment of Loans		(5,083)	(5,083)	(5,083)
Funds Administered on Behalf of Other Parties		9,015	-	137,104
Net cash from/(to) Financing Activities		(16,550)	(40,702)	134,814
Net increase/(decrease) in cash and cash equivalents		(22,638)	(862,597)	126,997
Cash and cash equivalents at the beginning of the year	7	242,152	115,155	115,155
Cash and cash equivalents at the end of the year	7	219,514	(747,442)	242,152

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.

Oakura School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Oakura 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 15.

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 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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:

Board-owned Buildings	50 years
Building Improvements	20-40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
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	716,649	658,591	701,671
Teachers' Salaries Grants	1,960,189	1,740,378	1,918,212
Use of Land and Buildings Grants	738,412	513,370	702,192
Other Government Grants	17,971	22,968	33,217
	3,433,221	2,935,307	3,355,292

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	59,492	72,790	78,855
Fees for Extra Curricular Activities	58,517	40,600	71,178
Trading	4,942	3,200	4,122
Fundraising and Community Grants	10,095	2,500	47,997
Other Revenue	24,080	23,149	23,149
	157,126	142,239	225,301
Expense			
Extra Curricular Activities Costs	65,021	37,100	55,658
Trading	2,599	3,200	8,910
Fundraising and Community Grant Costs	10	-	-
	67,630	40,300	64,568
<i>Surplus for the year Locally Raised Funds</i>	89,496	101,939	160,733

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	64,509	84,451	83,609
Employee Benefits - Salaries	2,261,689	1,966,722	2,190,097
Staff Development	11,253	21,040	23,963
Depreciation	109,400	91,468	102,183
	2,446,851	2,163,681	2,399,852

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,300	6,000	5,804
Board Fees and Expenses	10,992	10,220	14,214
Other Administration Expenses	36,695	41,150	39,842
Employee Benefits - Salaries	87,918	85,441	83,371
Insurance	8,860	4,000	8,656
Service Providers, Contractors and Consultancy	11,940	13,000	12,188
	165,705	159,811	164,075

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	15,678	19,584	23,025
Heat, Light and Water Rates	21,129	15,800	16,528
	3,083	-	-
Repairs and Maintenance	69,337	52,600	57,349
Use of Land and Buildings	738,412	513,370	702,192
Employee Benefits - Salaries	101,451	92,872	98,662
Other Property Expenses	42,558	36,650	33,500
	991,648	730,876	931,256

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	219,514	(747,442)	242,152
Cash and cash equivalents for Statement of Cash Flows	<u>219,514</u>	<u>(747,442)</u>	<u>242,152</u>

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

Of the \$219,514 Cash and Cash Equivalents, \$213 of Revenue Received in Advance is held by the school, as disclosed in note 14.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	6,795	30,729	6,699
Receivables from the Ministry of Education	4,188	-	1,114
Interest Receivable	797	1,137	987
Banking Staffing Underuse	-	-	14,195
Teacher Salaries Grant Receivable	174,453	151,118	140,237
	<u>186,233</u>	<u>182,984</u>	<u>163,232</u>
Receivables from Exchange Transactions	7,592	31,866	7,686
Receivables from Non-Exchange Transactions	178,641	151,118	155,546
	<u>186,233</u>	<u>182,984</u>	<u>163,232</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	865	1,080	885
Uniforms	2,538	4,799	490
	<u>3,403</u>	<u>5,879</u>	<u>1,375</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	150,000	130,000	150,000
Total Investments	150,000	130,000	150,000

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	371,985	-	-	-	(9,199)	362,786
Building Improvements	577,540	26,731	-	-	(27,363)	576,908
Furniture and Equipment	119,375	42,720	-	-	(38,597)	123,498
Information and Communication Technology	28,931	47,874	-	-	(9,141)	67,664
Leased Assets	32,159	23,748	(18)	-	(25,100)	30,789
	1,129,990	141,073	(18)	-	(109,400)	1,161,645

The net carrying value of equipment held under a finance lease is \$30,789 (2023: \$32,159)

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	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	459,969	(97,183)	362,786	459,969	(87,984)	371,985
Building Improvements	938,504	(361,596)	576,908	911,772	(334,232)	577,540
Furniture and Equipment	487,941	(364,443)	123,498	445,222	(325,847)	119,375
Information and Communication Technology	161,833	(94,169)	67,664	113,959	(85,028)	28,931
Leased Assets	76,898	(46,109)	30,789	88,692	(56,533)	32,159
	2,125,145	(963,500)	1,161,645	2,019,614	(889,624)	1,129,990

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	27,148	18,212	10,752
Accruals	9,300	5,635	5,804
Employee Entitlements - Salaries	174,453	151,118	140,237
Employee Entitlements - Leave Accrual	10,872	3,868	9,084
	<u>221,773</u>	<u>178,833</u>	<u>165,877</u>

Payables for Exchange Transactions	221,773	178,833	165,877
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>221,773</u>	<u>178,833</u>	<u>165,877</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loans due in one year	5,083	-	5,083
	<u>5,083</u>	<u>-</u>	<u>5,083</u>
Loans due after one year	8,895	-	13,978
	<u>8,895</u>	<u>-</u>	<u>13,978</u>

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - MOE	-	-	3,245
Other Revenue In Advance	213	8,464	483
	<u>213</u>	<u>8,464</u>	<u>3,728</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	121,172	86,208	105,792
Increase to the Provision During the Year	19,083	19,584	15,974
Use of the Provision During the Year	(8,138)	-	(7,645)
Other Adjustments	(3,405)	-	7,051
Provision at the End of the Year	<u>128,712</u>	<u>105,792</u>	<u>121,172</u>
Cyclical Maintenance - Current	79,237	53,946	60,143
Cyclical Maintenance - Non current	49,475	51,846	61,029
	<u>128,712</u>	<u>105,792</u>	<u>121,172</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.

16. 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	15,702	31,803	22,530
Later than One Year and no Later than Five Years	15,883	28,542	8,840
Future Finance Charges	(3,345)	-	(1,695)
	<u>28,240</u>	<u>60,345</u>	<u>29,675</u>
Represented by			
Finance lease liability - Current	13,687	31,803	21,199
Finance lease liability - Non current	14,553	28,542	8,476
	<u>28,240</u>	<u>60,345</u>	<u>29,675</u>

17. 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 \$
Block C ILE Alt		225650	(9,015)	26,543	(17,528)	-	-
Totals			(9,015)	26,543	(17,528)	-	-

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 \$
Block C ILE Alt		225650	(147,211)	123,805	(386,609)	401,000	(9,015)
Covid 19 Variations Block C		236570	-	130,706	(130,706)	-	-
Totals			(147,211)	254,511	(517,315)	401,000	(9,015)

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Receivable from the Ministry of Education

(9,015)

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,790	3,350
<i>Leadership Team</i>		
Remuneration	520,889	606,330
Full-time equivalent members	5.00	4.00
Total key management personnel remuneration	<u>524,679</u>	<u>609,680</u>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	
Benefits and Other Emoluments	3 - 4	
Termination Benefits	-	-

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	-	140 - 150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Principal 3

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	-	0 - 10
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	1.00
110 - 120	2.00	3.00
	<u>3.00</u>	<u>4.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$51,716).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17

(b) Operating Commitments

In 2019, the School entered into a lease agreement as lessor to allow the School library to be used as a public library for the benefit of the Oakura community. The lease agreement has an initial term of 3 years, with options to extend the lease for a further 2 terms of 2 years each. As of 2023, the school has extended the operating lease until 30th June 2026 (Operating commitments at 31 December 2023: nil)

23. 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	219,514	(747,442)	242,152
Receivables	186,233	182,984	163,232
Investments - Term Deposits	150,000	130,000	150,000
Total financial assets measured at amortised cost	555,747	(434,458)	555,384

Financial liabilities measured at amortised cost

Payables	221,773	178,833	165,877
Borrowings - Loans	13,978	-	19,061
Finance Leases	28,240	60,345	29,675
Total financial liabilities measured at amortised cost	263,991	239,178	214,613

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OAKURA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Oakura School (the School). The Auditor-General has appointed me, Carolyn Jackson, using the staff and resources of Baker Tilly Staples Rodway 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 21, 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 26 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 outside of the annual financial statements and auditor's report on pages 2 to 21, 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.

For the year ended 31 December 2024, the staff representative on the Board of Trustees was the wife of a non-audit staff member of Baker Tilly Staples Rodway. There are appropriate safeguards to reduce any threat to our independence as the staff member had no involvement in, or influence over, the audit of the School. Other than this matter, and our role as auditors, we have no relationship with or interests in the School.



Carolyn Jackson
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
New Plymouth, New Zealand

Oakura School Annual Report 2025

Tēnā koutou e te whānau o Oākura School,

As we reflect on 2024, it is clear that this has been a year of growth, achievement, and connection for our school community. Guided by our recent motto, *Be Our Best*, we have continued to strengthen our culture of excellence, belonging, and resilience.

Our strategic goals—Hauora, Akoako, and Hōkai Nuku, Hōkai Rangi—have been at the heart of everything we do. We have made meaningful strides in fostering well being, refining our curriculum, and deepening our understanding of Te Ao Māori. From the classroom to the sports field, from kapa haka to AIMS Games, our tamariki have embraced opportunities to learn, lead, and thrive.

The success of 2024 is a testament to the dedication of our staff, the enthusiasm of our students, and the unwavering support of our whānau and wider community. Together, we have created an environment where every child is encouraged to be their best.

As we look ahead to 2025, we do so with excitement and purpose, knowing that Oākura School is a place where learning is enriched, relationships are nurtured, and excellence is pursued with determination.

Ngā mihi nui,

Dave Smith
Principal, Oākura School

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Oakura Board of Trustees

Paul Veric (Presiding Member), Grant Aitken (Property), Hayley Bennett (Personale), Jodie Orchard (Health and Safety / Policies), Nathan Vazey (Finance), Kiri Bailey (Te Ao Māori - Co-opted Member), Dave Smith (Principal), Ulla Page (Staff Representative), Amanda Cavey (Board Secretary).

Statement of Variance

Our statement of variance shows the progress that we have made over the last year towards achieving the targets set out in our annual implementation plan. It offers explanations for any differences and how we will address targets that were not achieved.

Strategic Goal 1:

Hauora - To enhance our school culture and uplift collective wellbeing and resilience

Annual Target/Goal:

To improve students' pro social culture and strategies so that responses in the NZCER Wellbeing@School Survey show an increase to 70% positive responses in 'Prosocial Student Culture' and 'Students' Social Strategies

- 1.1 Strengthen and embed collective hauora, wellbeing and resilience so that all ākonga experience educational success at Ōakura School
- 1.2 Review and refresh the Health and Hauora Curriculum to reflect and promote healthy attitudes, values and Mātauranga Māori
- 1.3 Develop holistic, personalised learning pathways alongside ākonga and their whānau

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1	Staff are aware and integrate whānau aspirations into classroom programmes, and support ākonga to set SMART goals and reflect on the progress towards these goals.	Staff are aware of whānau aspirations and support ākonga to set SMART goals, reflecting on the progress towards these goals regularly, students will make progress across the curriculum First day of school whānau hui, priority learner hui with whānau, shared NE meetings with whānau shared with kaiako, whānau survey for NE, Yr 4 and Yr 7 students.	Actions completed.	2025 Strategic Goal:Review our current 'reporting to parent' practices to ensure whanau are getting up-to-date and relevant information aligned with our strategic goals/progress. These need to align with MoE guideline and expectations

Action 2	<p>Attendance data shows an increase in attendance and engagement and a process is followed to identify ‘at risk’ students with strategies to improve attendance employed Staff and ākonga have improved wellbeing and resilience with schoolwide practices being developed and adopted that are inclusive of whānau and hapū aspirations.</p>	<p>Staff are aware of student needs and areas for improvement are identified and explicitly planned for, data shows improved responses Goals set in classrooms term 1, development of classroom culture and tikanga - ensure all tamariki are valued. Attendance data is reviewed termly with actions set to improve student attendance and engagement, and this is communicated with whānau</p>	<p>Focus was on developing a wellbeing model. However, it became apparent that different sets of Values were being taught to the children and the Learner profile had become confused. Moved into a full Review of our vision, values, and learner profile to ensure they align with our strategic goals and reflect the evolving needs and aspirations of our school community.</p>	<p>Attendance data will be monitored by Deputy Principals aligning with MoE expectations and guidelines.</p> <p>Attendance data will be reported to our BoT.</p>
Action 3	<p>A realtime, personalised and user friendly SMS is adopted to gather data and report to whānau, staff will undertake with PLD to ensure a successful roll out for 2024.</p>	<p>Explore other versions of SMS available and decide on what best fits our needs as a kura.</p>	<p>HERO roll-out will begin in 2025. As per the updated strategic goals set in Term 2, 2024</p>	<p>2025 Strategic Goal: Review our current student management system to ensure it effectively supports data-driven decision-making, streamlines administrative processes, and enhances communication with students, staff, and whānau.</p>

Strategic Goal 2:

Akoako - To learn and achieve highly through a refreshed, localised curriculum

Annual Target/Goal:

Writing – To shift our achievement levels in writing from 81% (319/391) of students achieving ‘at’ or ‘above’ to 86% or more (340/391).

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1	Refresh the Ōakura School Local Curriculum and assessment practices throughout the progression of Te Mātaiaho to ensure high student achievement across the curriculum	Achievement Data. Priority learners interventions. Assessment practices in mathematics will be reviewed and aligned to meet the needs of ākonga and in line with NZC Mathematics Progressions	Assessment practices reviewed for Mathematics. Achievement data analysed and used to guide future teaching.	‘Make it Count’ and ‘Doing the basics brilliantly’ - structured literacy’ - embedding the refreshed numeracy and literacy curriculums across the school
Action 2	Maintain a high standard of professional learning and knowledge throughout the refresh	Teacher only Days. Evidence within planning. Professional development. The Ōakura School Mathematics Curriculum is developed and implemented, with updated progressions being used to guide teaching and learning of mathematics.	Through advice from our ERO partner, we developed an Inquiry cycle / model that ensures all curriculum areas are targeted and taught to tamariki throughout their time at Ōakura School.	A new maths programme to be introduced in 2025 - ‘Maths No Problem’.
Action 3	Review the Ōakura School Learner Profile to reflect Te Mātaiaho with an emphasis on wellbeing	Updated learner profile / changes made as necessary.	Moved into a full Review of our vision, values, and learner profile to ensure they align with our strategic goals and reflect the evolving needs	Embedding our new vision and values across our kura.

			and aspirations of our school community.	
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Strategic Goal 3:

Hōkai Nuku, Hōkai Rangi - To grow our knowledge and expertise in Te Ao Māori

Annual Target/Goal:

- 3.1 Enhance the relationship with Ngāti Tairi and work in partnership with them to ensure our curriculum upholds the values of Ngāti Tairi
- 3.2 Improve and embed our understanding of Te Tiriti o Waitangi and our role in honouring this
- 3.3 Increase our capability to understand, know and use te reo me hōna tikanga

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1	Enhance the relationship with Ngāti Tairi and work in partnership with them to ensure our curriculum upholds the values of Ngāti Tairi	Rebranding currently taking place - Ngāti Tairi will be consulted throughout the entire process and engage in whānau hui. Any tikanga processed that are introduced / review will be completed in consultation with Ngāti Tairi.	Whānau and Ngāti Tairi are engaged in partnership with Ōakura School for improvement in outcomes Whānau hui, values consultation, use of macron consultation, Tash's poroporoaki and Dave's pōwhiri. Te Ara Taiao TOD.	A refreshed tohu/logo will be developed, and incorporated into all school communications, signage and sports uniforms
Action 2	Improve and embed our understanding of Te Tiriti o Waitangi and our role in honouring this	The Taku Reo Survey is completed by Yr 4 – 8 students and termly goals are identified. A version for younger students is developed and used to	Termly goals are set to improve the use of Te Reo Māori based on results from the survey, these are communicated with whānau Year 4-8 students have completed	A sustainable model will be developed for additional rōpu that reflects Ngāti Tairi kaupapa and kawa and whānau aspirations.

			identify areas for improvement in the normalisation of te reo Māori at Ōakura School	the Taku Reo survey, this has been summarised to share with staff, Board and whānau in term 2.	
Action 3		Increase our capability to understand, know and use te reo me hōna tikanga	Professional Development. Staff participate in Te Reo Māori with Te Ataarawea Expectations upheld to ensure 4a level status can be maintained and grown.	We decided to have our Kaiarahi teach our staff. We implemented a system whereby Whaea Monica taught the teachers prior to them team teaching the children.	Improved ākonga levels of te reo Māori

Goals moving forward with Key Actions and Measures

Hauora To enhance our school culture and uplift collective wellbeing and resilience		
Key Actions	1. Review our current behavioural procedures: develop and maintain a positive behavioural system that rewards students demonstrating the school values and achievements. Ensuring school-wide consistencies.	
	2. Review our current student management system to ensure it effectively supports data-driven decision-making, streamlines administrative processes, and enhances communication with students, staff, and whānau.	
	3. Review our current ‘reporting to parent’ practices to ensure whanau are getting up-to-date and relevant information aligned with our strategic goals/progress.	
Measures	Wellbeing Survey: Me and My Schools	
	Connectedness Survey: Individual classes	

Akoako To learn and achieve highly through a refreshed, localised curriculum		
Key Actions	1. Implement a robust Professional Growth Cycle system: including reflective practice and alignment with the strategic goals of the school.	
	2. Review our vision, values, and learner profile to ensure they align with our strategic goals and reflect the evolving needs and aspirations of our school community. Make changes as necessary.	
	3. Develop an Inquiry cycle / model that ensures all curriculum areas are targeted and taught to tamariki throughout their time at Oākura School.	
	4. ‘Make it Count’ and ‘Doing the basics brilliantly’ - structured literacy’ - embedding the refreshed numeracy and literacy curriculums across the school.	
Measures	Academic Data: Reading, writing and math analysis.	
	SIFs - School Improvement Framework.	

Hōkai Nuku, Hōkai Rangi To grow our knowledge and expertise in Te Ao Māori		
Key Actions	1. Provide relevant and level appropriate professional development to staff to develop their understanding of tikanga, te ao Māori, te reo, and cultural capacity.	
	2. Aligning with Ngāti Tairi, whanau hui ropu and our wider community, create our ‘Oākura School tikanga’.	
	3. Investigate and explore the potential of a bilingual class at our kura, adopting a model based on best practice for second language acquisition	
Measures	Akonga Māori MASAM survey.	
	NZCER PAT - Reo	

Overall Achievement for Reading, Writing, Mathematics 2024

End of Year Achievement READING DATA SUMMARY 2024

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	14 67 %	5 23%		2 10 %													21
Year 1 EOY	3 6%	12 26%	24 51%	4 9%	3 6%	1 2%											47
Year 2 EOY		1 2%	1 2%	24 55%	6 14%	12 27%											44
Year 3 EOY				1 2%	1 2%	31 71%	11 25%										44
Year 4 EOY					2 4%	3 6%	30 61%	14 29%									49
Year 5 EOY			1 2%		1 2%	1 2%	3 6%	8 15%	37 71%	1 2%							52
Year 6 EOY					1 2%			3 6%	4 9%	3677 %	3 6%						47
Year 7 EOY								2 4%	1 2%	3 7%	1328 %	19 41%	7 15%	1 2%			46
Year 8 EOY										1 3%	5 13%	4 10%	13 33%	9 23%	6 15%	1 3%	39

End of Year Achievement READING DATA SUMMARY 2023

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	15 71%	6 29%															21
Year 1 EOY	2 5%	9 21%	30 70%	1 2%	1 2%												43
Year 2 EOY		1 2%	1 2%	32 65%	11 22%	4 8%											49
Year 3 EOY		1 2%	2 4%	2 4%	9 18%	19 39%	14 8%	2 4%									49
Year 4 EOY			1 2%		2 4%	9 18%	38 76%	3 6%									50
Year 5 EOY			1 2%				5 11%	12 27%	25 57%	1 2%							44
Year 6 EOY						1 2%	2 4%	5 11%	26 58%	7 16%							45
Year 7 EOY								1 3%	2 8%	7 19%	6 16%	9 24%	10 27%	2 8%			37
Year 8 EOY							2 4%			4 8%	3 6%	12 24%	16 31%	8 16%	5 10%	1 2%	51

End of Year Achievement WRITING DATA SUMMARY 2024

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	11 52%	10 48%															21
Year 1 EOY	6 13%	11 23%	28 60%	2 4%													47
Year 2 EOY		1 2%	10 23%	27 61%	6 14%												44
Year 3 EOY				2 5%	12 27%	23 52%	7 16%										44
Year 4 EOY			1 2%	4 8%	6 12%	9 18%	22 45%	7 14%									49
Year 5 EOY			1 2%		3 6%	4 8%	4 8%	12 23%	23 44%	5 9%							52
Year 6 EOY					1 2%			2 4%	15 32%	24 51%	4 9%	1 2%					47
Year 7 EOY							1 2%		3 7%	6 13%	10 22%	1430 %	10 22%	1 2%		1 2%	46
Year 8 EOY										1 3%	6 15%	7 18%	15 38%	8 20%	1 3%	1 3%	39

End of Year Achievement WRITING DATA SUMMARY 2023

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	14 70%	6 30%															20
Year 1 EOY	2 5%	17 40%	22 51%	2 5%													43
Year 2 EOY		2 4%	14 29%	31 63%	2 4%												49
Year 3 EOY		1 2%	4 8%	12 24%	18 36%	9 18%	4 8%	2 4%									50
Year 4 EOY				4 8%	5 9%	25 47%	15 28%	4 8%									53
Year 5 EOY			1 2%			2 5%	6 14%	15 35%	15 35%	4 9%							43
Year 6 EOY						2 5%	2 5%	5 11%	7 16%	23 52%	5 11%						44
Year 7 EOY								1 3%	2 5%	6 16%	10 27%	8 22%	7 19%	1 3%	1 3%	1 3%	37
Year 8 EOY						1 2%	1 2%		1 2%	3 6%	7 14%	8 16%	15 30%	10 20%	3 6%	2 4%	51

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End of Year Achievement Mathematics DATA SUMMARY 2024

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	8 38%	10 48%	3 14%														21
Year 1 EOY	3 6%	3 6%	34 72%	5 11%	2 4%												47
Year 2 EOY			7 16%	25 57%	8 18%	1 2%	3 7%										44
Year 3 EOY				1 2%	4 9%	27 61%	12 27%										44
Year 4 EOY					5 10%	11 22%	24 49%	7 14%	2 4%								49
Year 5 EOY				1 2%	2 4%	4 8%	6 12%	12 23%	25 48%	2 4%							52
Year 6 EOY								1 2%	9 19%	35 74%	2 4%						47
Year 7 EOY							1 2%	1 2%		3 7%	12 26%	15 32%	12 26%	2 4%			46
Year 8 EOY										1 3%	3 8%	5 13%	19 49%	6 15%	4 10%	1 3%	39

End of Year Achievement Mathematics DATA SUMMARY 2023

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	13 65%	6 30%	1 5%														20
Year 1 EOY	1 2%	3 7%	34 80%	3 7%	2 5%												43
Year 2 EOY		1 2%	4 9%	34 72%	8 17%												47
Year 3 EOY			5 10%	2 4%	21 42%	15 30%	6 12%	1 2%									50
Year 4 EOY				1 2%	11 21%	16 30%	25 47%										53
Year 5 EOY							3 7%	9 20%	32 73%								44
Year 6 EOY						3 7%		6 13%	4 9%	30 67%	2 4%						45
Year 7 EOY									3 8%	3 8%	8 21%	15 39%	3 8%	6 16%			38
Year 8 EOY						1 2%		1 2%		5 10%	6 12%	14 27%	13 25%	9 18%	1 2%	1 2%	51

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Key : Well below Below At Above (At the end of the year level)

Reading:	Below/Well below	At	Above
School-wide	29 / 389 7.5%	279 / 389 71.7%	81 / 389 20.8%
Male	17 / 201 8.5%	154 / 201 76.6%	30 / 201 14.9%
Female	12 / 188 6.4%	125 / 188 66.5%	51 / 188 27.1%
Māori	5 / 46 10.9%	37 / 46 80.4%	4 / 46 8.7%
Pasifika		1 / 1 100%	
NZ European	28 / 321 8.7%	229 / 321 71.3%	64 / 321 20.0%

Writing:	Below/Well below	At	Above
School-wide	52 / 389 13.4%	283 / 389 72.8%	54 / 389 13.8 %
Male	33 / 201 16.4%	153 / 201 76.1%	15 / 201 7.5%
Female	19 / 188 10.1%	130 / 188 69.1%	39 / 188 20.7%
Māori	3 / 46 6.5%	34 / 46 74.0%	9 / 46 19.5%
Pasifika		1 / 1 100%	
NZ European	47 / 321 14.6%	232 / 321 72.3%	42 / 321 13.1%

Mathematics:	Below/Well below	At	Above
School-wide	32 / 389 8.2%	285 / 389 73.2%	72 / 389 18.5%
Male	12 / 201 6.0%	146 / 201 72.6%	43 / 201 21.4%
Female	20 / 188 10.6%	139 / 188 74.0%	29 / 188 15.4%
Māori	2 / 46 4.3%	36 / 46 78.3%	8 / 46 17.4%
Pasifika		1 / 1 100%	
NZ European	27 / 321 8.4%	238 / 321 74.1%	56 / 321 17.4%

Progress over time

At or above expectation	2019	2020	2021	2022	2023	2024
Reading	93%	90%	88%	91%	89%	92.5%
Writing	88%	88%	84%	86%	81%	86.6%
Maths	90%	86%	86%	86%	87%	91.7%

Summary:

- Achievement levels have increased across all three curriculum areas.
- Reading continues to be the area which we achieve the highest across the school.
- Males continue to have higher percentages than females below expectations in reading and writing but are higher in Maths.
- Females have more than double numbers above expectations in writing with 20% compared to 7% of males.
- Māori students' achievement in reading, writing and maths are above NZ European.
- The numbers of Pasifika students are so low (1 student) that the data is not reliable as a comparison in this data.

Next steps:

- The data needs to be cross referenced with e-asttle and PAT data (The Overall Teacher Judgements should be driven by this formal assessment) - this will support the validity of our results.

- We need to be able to monitor the progress of all students and track which students have made expected progress, accelerated progress or limited progress. Hero will allow us to do this effectively - including tracking groups over time.
- With the new curricula, the curriculum level expectations will change and, as a result, could impact on our data. For 2025, we must focus on which children continue to progress and which children are our priority learners.

What does this mean?

- **Targeted Support for Students:** Focus on providing additional support for students performing below expected levels, particularly in areas where progress has plateaued or declined.
- **Professional Development:** Deliver targeted professional learning opportunities for staff to address gaps in instructional strategies or to deepen understanding of new curriculum requirements - focussing on Maths initially. PD provided for literacy in Terms 3 and 4.
- **Curriculum Integration:** Strengthen the integration of literacy and numeracy across all learning areas to enhance contextual application and engagement - as per our new inquiry cycle.

Giving effect to Te Tiriti o Waitangi

At Oākura School, we are committed to honouring *Te Tiriti o Waitangi* by embedding its principles into our school culture, curriculum, and daily practices. Through authentic partnerships, the protection of te reo me ōna tikanga, and meaningful participation, we ensure that Te Ao Māori is woven into the fabric of our kura.

Partnership – Honouring Whanaungatanga

- Strengthened relationships with Ngāti Tairi, working alongside iwi and whānau to shape and uphold our school's tikanga.
- Regular *whānau hui* to engage with Māori whānau, ensuring their voices influence school decisions.
- Collaboration with local hapū and iwi to incorporate local histories, pūrākau (stories), and mātauranga Māori into our curriculum.

Protection – Upholding Te Reo Māori me Ōna Tikanga

- Whaea Monica has provided professional development to staff, equipping them with the knowledge and skills to integrate te reo, tikanga, and kaupapa Māori into their teaching practice, ensuring all ākonga feel supported in their learning.
- Development of 'Oākura School Tikanga' to ensure shared understanding and consistent practice of tikanga Māori across our kura.
- Investigating the establishment of a bilingual learning pathway, ensuring students have greater access to te reo Māori.

Participation – Enriching Learning and Leadership

- Increased opportunities for tamariki to engage in kapa haka, pōwhiri, and cultural experiences that celebrate Māori identity.
- Integration of Māori perspectives across all learning areas, ensuring a holistic approach to the curriculum.
- Student leadership opportunities within our Māori student rōpū, encouraging agency and a strong sense of identity.

Through these initiatives, we continue to give effect to *Te Tiriti o Waitangi*, creating an inclusive and empowering learning environment where all tamariki can thrive.

Statement of compliance with employment policy

The following questions address key aspects of compliance with a good employer policy:

Oakura School applies a range of policies to ensure that they are a good employer. These policies show our school's commitment to equal employment opportunity, diversity and inclusions and the elimination of barriers that cause or perpetuate inequalities in employment.

The related policies and documents are used to ensure Oakura School complies:

Equal Employment Policy
Employer Responsibility Policy
Health, Safety and welfare Policy
Bullying and Harassment Policy
Education and Training Act 2020
Employment Relations Act 2000
Human Rights Act 1988
State Sector Act 1988
Te Tiriti o Waitangi

The school is committed to:

- a. Providing equality of opportunity in employment irrespective of a person's sex, gender, gender identity, marital status, religious belief, ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status or sexual orientation
- b. Developing and maintaining a workplace culture that values and support diversity
- c. Identifying and eliminating any institutional barriers that cause or perpetuate, or tend to cause or perpetuate inequality in respect of the employment of any person or group of persons
- d. Ensuring that all its policies and practices uphold the principles of equal employment opportunity
- e. Ensuring that all staff appointments are made solely on the basis of merit, and that all promotions, advancements, salary reviews and professional/career development opportunities are based solely on merit
- f. Improving employment opportunities for groups who are traditionally under-represented in either occupational groups or levels of seniority, in particular women, Māori and Pacific people

Every year the Oakura School Board of Trustees collects information from all staff to understand employment, health and wellbeing. This is tabled

and discussed at a Board meeting once a year. The principal of the school is aware of employees that need extra support and endeavors to ensure that this happens regularly.

Our school subscribes to the eAP Support Service which supports staff, this is regularly shared with staff and newsletters are forwarded monthly.

The Oakura School Board of Trustees budgets for professional development of staff which staff access regularly. This is inclusive of our support staff, administration staff, cleaners and grounds staff. Teachers take part in a Professional Growth Cycle annually and work towards improved practice around goals selected from the NZ Teaching Standards.

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

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

Statement of KiwiSport funding

KiwiSport is a government initiative aimed at increasing participation in sport for school-aged children. In 2024, Oākura School received \$5,931 in KiwiSport funding, which was used to enhance sporting opportunities for our tamariki.

These funds contributed to:

- Supporting the participation of students in inter-school and regional sporting events, including AIMS Games and local competitions.
- Providing coaching and skill development sessions to improve students' confidence and ability in a range of sports.
- Purchasing sports equipment to ensure all students have access to quality resources for both PE lessons and lunchtime activities.

KiwiSport funding has played an essential role in promoting active lifestyles at Oākura School, ensuring that all students have opportunities to engage in physical activity, develop their skills, and experience the benefits of sport.