



## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2024**

#### **School Directory**

<b>Ministry Number:</b>	3837
<b>Principal:</b>	Lisa Bankshaw
<b>School Address:</b>	33 Swansea Street, Middlemarch, 9597
<b>School Postal Address:</b>	Hyde Middlemarch Road, RD 1, Middlemarch, 9596
<b>School Phone:</b>	03 464 3798
<b>School Email:</b>	<a href="mailto:office@middlemarch.school.nz">office@middlemarch.school.nz</a>

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# STRATH TAIERI SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Strath Taieri 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.

Bevan Thomas Wilson  
Full Name of Presiding Member

Lisa Jane Banks  
Full Name of Principal

[Signature]  
Signature of Presiding Member

[Signature]  
Signature of Principal

22/5/25  
Date:

20-5-25  
Date:

# Strath Taieri School

## Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Bevan Wilson	Presiding Member	Elected	Sep 2025
Lisa Bankshaw	Principal	ex Officio	
Alice Scott	Parent Representative	Elected	Sep 2025
Charlotte Dykes	Parent Representative	Elected	Sep 2026
William Jones	Parent Representative	Elected	Sep 2025
Kylie Hannah	Parent Representative	Elected	Sep 2026
Kirsty Lynch	Staff Representative	Elected	May 2026



# Strath Taieri School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	584,239	529,524	554,684
Locally Raised Funds	3	100,534	62,650	81,792
Interest		15,440	6,000	8,702
Gain on Sale of Property, Plant and Equipment		-	-	226
<b>Total Revenue</b>		700,213	598,174	645,404
<b>Expense</b>				
Locally Raised Funds	3	9,771	8,500	12,967
Learning Resources	4	445,606	440,285	441,016
Administration	5	64,073	59,600	57,847
Interest		919	-	750
Property	6	136,661	123,138	133,617
<b>Total Expense</b>		657,030	631,523	646,197
<b>Net Surplus / (Deficit) for the year</b>		43,183	(33,349)	(793)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		43,183	(33,349)	(793)

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

# Strath Taieri 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>		<u>277,668</u>	<u>277,668</u>	<u>280,871</u>
Total comprehensive revenue and expense for the year		43,183	(33,349)	(793)
Distributions to Ministry of Education	15	-	-	(7,989)
Contribution - Furniture and Equipment Grant		3,030	-	-
Contribution - Te Mana Tūhono		6,221	-	5,579
<b>Equity at 31 December</b>		<u>330,102</u>	<u>244,319</u>	<u>277,668</u>
Accumulated comprehensive revenue and expense		330,102	244,319	277,668
<b>Equity at 31 December</b>		<u>330,102</u>	<u>244,319</u>	<u>277,668</u>

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.

# Strath Taieri School

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	67,198	83,062	81,358
Accounts Receivable	8	33,694	313,783	313,783
Prepayments		9,095	6,507	6,507
Investments	9	170,769	107,013	117,013
		280,756	510,365	518,661
<b>Current Liabilities</b>				
GST Payable		1,488	35,909	35,909
Accounts Payable	11	42,917	49,546	49,546
Revenue Received in Advance	12	156	791	791
Provision for Cyclical Maintenance	13	17,941	57,737	-
Finance Lease Liability	14	4,222	3,076	3,076
Funds held for Capital Works Projects	15	17,389	255,526	255,526
		84,113	402,585	344,848
<b>Working Capital Surplus</b>		196,643	107,780	173,813
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	179,421	155,988	170,988
		179,421	155,988	170,988
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	38,664	12,390	60,074
Finance Lease Liability	14	7,298	7,059	7,059
		45,962	19,449	67,133
<b>Net Assets</b>		330,102	244,319	277,668
<b>Equity</b>		330,102	244,319	277,668

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

# Strath Taieri 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		247,027	182,662	150,874
Locally Raised Funds		100,475	62,650	82,730
Goods and Services Tax (net)		(34,421)	-	36,091
Payments to Employees		(161,337)	(139,918)	(129,228)
Payments to Suppliers		(111,688)	(109,690)	(141,911)
Interest Paid		(919)	-	(750)
Interest Received		13,434	6,000	9,159
Net cash from Operating Activities		52,571	1,704	6,965
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		-	-	226
Purchase of Property Plant & Equipment		(25,245)	(10,000)	(28,310)
Purchase of Investments		(53,756)	10,000	(30,000)
Proceeds from Sale of Investments		-	-	69,253
Net cash (to)/from Investing Activities		(79,001)	-	11,169
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,030	-	-
Distributions to Ministry of Education		-	-	(7,989)
Finance Lease Payments		(2,623)	-	(2,473)
Funds Administered on Behalf of Other Parties		11,863	-	27,304
Net cash (to)/from Financing Activities		12,270	-	16,842
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(14,160)</b>	<b>1,704</b>	<b>34,976</b>
Cash and cash equivalents at the beginning of the year	7	81,358	81,358	46,382
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>67,198</b>	<b>83,062</b>	<b>81,358</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.



# Strath Taieri School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Strath Taieri 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

##### 1.2. 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

#### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

##### *Recognition of grants*

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

### **1.3. 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 to which they relate. 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 to which 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 recognised as 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.

### **1.4. 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.

### **1.5. 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.

### **1.6. 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.

### **1.7. 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.

### **1.8. 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 not trivial.

### **1.9. 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	10–50 years
Furniture and Equipment	5–20 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	10% Diminishing value

### **1.10. 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 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 as 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.

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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.

### **1.11. 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.

### **1.12. 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, 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.

### **1.13. 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.

### **1.14. 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.

#### **1.15. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

#### **1.16. 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.

The School's financial liabilities comprise accounts payable, and finance lease 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.

#### **1.17. 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### **1.18. Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

#### **1.19. 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	218,369	187,544	185,059
Teachers' Salaries Grants	255,183	255,235	263,597
Use of Land and Buildings Grants	110,687	86,745	106,028
	<u>584,239</u>	<u>529,524</u>	<u>554,684</u>

## 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	46,677	7,900	10,578
Fees for Extra Curricular Activities	22,438	19,200	32,170
Trading	1,751	500	1,336
Fundraising and Community Grants	21,013	20,000	28,217
Other Revenue	8,655	15,050	9,491
	<u>100,534</u>	<u>62,650</u>	<u>81,792</u>
<b>Expenses</b>			
Trading	2,493	1,500	4,843
Fundraising and Community Grant Costs	164	1,000	1,901
Transport (Local)	7,114	6,000	6,223
	<u>9,771</u>	<u>8,500</u>	<u>12,967</u>
<i>Surplus for the year Locally raised funds</i>	<u>90,763</u>	<u>54,150</u>	<u>68,825</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	38,259	43,950	46,577
Information and Communication Technology	702	1,700	993
Employee Benefits - Salaries	375,125	363,035	366,433
Other Learning Resources	562	600	238
Staff Development	2,545	6,000	3,858
Depreciation	28,413	25,000	22,917
	<u>445,606</u>	<u>440,285</u>	<u>441,016</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,141	5,000	4,924
Board Fees and Expenses	2,800	5,000	4,107
Operating Leases	43	800	-
Other Administration Expenses	10,564	10,600	11,265
Employee Benefits - Salaries	37,494	33,000	32,925
Insurance	600	-	626
Service Providers, Contractors and Consultancy	4,431	5,200	4,000
	<u>64,073</u>	<u>59,600</u>	<u>57,847</u>



## 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	10,459	10,053	10,053
Adjustment to the Provision- Other Adjustments	(13,928)	-	(16,054)
Heat, Light and Water	8,687	10,000	8,335
Rates	825	400	412
Repairs and Maintenance	8,847	8,400	7,758
Use of Land and Buildings	110,687	86,745	106,028
Other Property Expenses	5,869	3,540	13,108
Employee Benefits - Salaries	5,215	4,000	3,977
	<u>136,661</u>	<u>123,138</u>	<u>133,617</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	67,198	53,681	51,977
Short-term Bank Deposits	-	29,381	29,381
Cash and Cash Equivalents for Statement of Cash Flows	<u>67,198</u>	<u>83,062</u>	<u>81,358</u>

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

Of the \$67,198 Cash and Cash Equivalents, \$17,388 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$67,198 Cash and Cash Equivalents, \$156 of Other Revenue in Advance is held by the School, as disclosed in note 12.

## 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	233	84	84
Receivables from the Ministry of Education	3,248	289,618	289,618
Interest Receivable	3,961	1,955	1,955
Teacher Salaries Grant Receivable	26,252	22,126	22,126
	<u>33,694</u>	<u>313,783</u>	<u>313,783</u>
Receivables from Exchange Transactions	4,194	2,039	2,039
Receivables from Non-Exchange Transactions	29,500	311,744	311,744
	<u>33,694</u>	<u>313,783</u>	<u>313,783</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	170,769	107,013	117,013
Total Investments	<u>170,769</u>	<u>107,013</u>	<u>117,013</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	84,819	21,297	-	-	(6,718)	99,398
Furniture and Equipment	31,731	1,404	-	-	(5,114)	28,021
Information and Communication Technology	15,232	8,719	-	-	(6,382)	17,569
Motor Vehicles	25,684	-	-	-	(5,604)	20,080
Leased Assets	10,111	5,380	-	-	(4,249)	11,242
Library Resources	3,411	46	-	-	(346)	3,111
<b>Balance at 31 December 2024</b>	<b>170,988</b>	<b>36,846</b>	<b>-</b>	<b>-</b>	<b>(28,413)</b>	<b>179,421</b>

The net carrying value of furniture and equipment held under a finance lease is \$11,242 (2023: \$10,111)

### Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	168,935	(69,537)	99,398	147,638	(62,819)	84,819
Furniture and Equipment	141,861	(113,840)	28,021	140,458	(108,727)	31,731
Information and Communication Technology	109,791	(92,222)	17,569	101,072	(85,840)	15,232
Motor Vehicles	28,019	(7,939)	20,080	28,019	(2,335)	25,684
Leased Assets	16,503	(5,261)	11,242	15,105	(4,994)	10,111
Library Resources	31,353	(28,242)	3,111	31,307	(27,896)	3,411
<b>Balance at 31 December</b>	<b>496,462</b>	<b>(317,041)</b>	<b>179,421</b>	<b>463,599</b>	<b>(292,611)</b>	<b>170,988</b>

## 11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	1,926	9,629	9,629
Accruals	8,141	6,892	6,892
Banking Staffing Overuse	545	4,882	4,882
Employee Entitlements - Salaries	30,109	26,506	26,506
Employee Entitlements - Leave Accrual	2,196	1,637	1,637
	<b>42,917</b>	<b>49,546</b>	<b>49,546</b>
Payables for Exchange Transactions	42,917	49,546	49,546
	<b>42,917</b>	<b>49,546</b>	<b>49,546</b>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	725	725
Other Revenue in Advance	156	66	66
	<b>156</b>	<b>791</b>	<b>791</b>

### 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	60,074	60,074	85,075
Increase to the Provision During the Year	10,459	10,053	10,053
Use of the Provision During the Year	-	-	(19,000)
Other Adjustments	(13,928)	-	(16,054)
Provision at the End of the Year	56,605	70,127	60,074
Cyclical Maintenance - Current	17,941	57,737	-
Cyclical Maintenance - Non current	38,664	12,390	60,074
	56,605	70,127	60,074

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

### 14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No later than one year	4,680	3,743	3,743
Later than One Year	7,605	7,822	7,822
Future Finance Charges	(765)	(1,430)	(1,430)
	11,520	10,135	10,135
Represented by:			
Finance lease liability - Current	4,222	3,076	3,076
Finance lease liability - Non-current	7,298	7,059	7,059
	11,520	10,135	10,135

### 15. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roofing Upgrade - 235457	255,526	275,883	(514,020)	-	17,389
MOE Water Leak Project - 242444	-	2,232	(2,232)	-	-
Totals	255,526	278,115	(516,252)	-	17,389

Represented by:  
Funds Held on Behalf of the Ministry of Education 17,389

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Principals Office Refurbishment- 220201	(28,515)	26,250	(5,724)	7,989	-
Roofing Upgrade - 235457	6,737	282,683	(33,894)	-	255,526
Room 2 Water Leak Remediation #242444	-	13,726	(13,726)	-	-
Totals	(21,778)	322,659	(53,344)	7,989	255,526

Represented by:  
Funds Held on Behalf of the Ministry of Education 255,526

## 16. Related Party Transactions

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

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

## 17. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, and the Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,800	2,850
<i>Leadership Team</i>		
Remuneration	122,569	119,012
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	125,369	121,862

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance (one member) and Property (one member) that meet monthly and quarterly respectively. 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

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	115 - 120	115 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	0 - 0	0 - 0

### 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	-	-
	-	-

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

## 18. Compensation and Other Benefits Upon Leaving

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

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



## 19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. 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 a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 20. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$36,006 (2023:\$550,027) as a result of entering the following contracts:

	2024 Capital Commitment
Contract Name	
Roofing Upgrade - 235457	\$ 36,006
<b>Total</b>	<b>36,006</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15

### (b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	67,198	83,062	81,358
Receivables	33,694	313,783	313,783
Investments - Term Deposits	170,769	107,013	117,013
<b>Total Financial assets measured at amortised cost</b>	<b>271,661</b>	<b>503,858</b>	<b>512,154</b>

### Financial liabilities measured at amortised cost

Payables	42,917	49,546	49,546
Finance Leases	11,520	10,135	10,135
<b>Total Financial liabilities measured at amortised Cost</b>	<b>54,437</b>	<b>59,681</b>	<b>59,681</b>

## 22. Events After Balance Date

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

## 23. Comparatives

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

## **INDEPENDENT AUDITOR'S REPORT**

### **To the readers of Strath Taieri School's financial statements for the year ended 31 December 2024**

The Auditor-General is the auditor of Strath Taieri School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, 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 3 to 17, 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:

- a) 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
- b) 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 22 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 within the: Report of Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Variance, Statement of Compliance with Good Employer Policy and Statement of Kiwisport Funding, 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.



Philip Sinclair  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Dunedin, New Zealand



# MODIFIED 2024 End of Year Student Achievement Report

I thought it would be worth analysing the data from the children who completed a full year at Strath Taieri in 2024. This ensures consistent data from Mid Year to End of Year and is more of a true reflection of what impact teaching programmes had on our full-year learners.

There were 40 learners whose data results I used from mid year to compare their end of year - 19 boys and 21 girls. Four of the learners not included are new students to the school who all came with learning supports needed for one or more curriculum areas. Three students that also weren't included in the data are new entrants who started in the second half of the year.

## OVERALL:

*(Students who are achieving 'At' or higher)*

	End of Year 2024	End of Year 2024 of children who did a full year	Mid Year 2024	End of Year 2023	End of Year 2022	End of Year 2021
<b>READING</b>	<b>87%</b>	<b>90%</b>	<b>90%</b>	<b>85%</b>	Unavailable	<b>84%</b>
<b>WRITING</b>	<b>80%</b>	<b>83%</b>	<b>93%</b>	<b>85%</b>	Unavailable	<b>78%</b>
<b>MATHS</b>	<b>75%</b>	<b>80%</b>	<b>90%</b>	<b>83%</b>	Unavailable	<b>74%</b>

## ANALYSIS:

- Across all subjects (Reading, Writing, Maths), the achievement rates in 2024 are generally higher than in previous years.
- The students who completed a full year at the school in 2024 performed slightly better than the general 2024 cohort.
- Reading has the highest achievement percentage across all years, consistently above 84%.
- The 2024 cohort who completed a full year had a 90% achievement rate, which is an improvement from 85% in 2023 and in line with mid-year results.
- Writing scores improved from 78% in 2021 to 80% in 2024.
- The students who completed a full year in 2024 achieved 83%, showing steady progress.
- Maths results have shown significant improvement, rising from 74% in 2021 to 75% in 2024.
- The full-year students in 2024 achieved 80%, indicating strong gains compared to previous years.
- With 90% of full-year students reaching 'At' or higher in 2024, reading has the highest success rate.
- Students who completed a full year performed slightly better than the overall cohort, suggesting that stability in schooling positively impacts achievement.



## READING - 40 students for all of 2024

	BOYS	GIRLS	OVERALL		<i>End of Year 2024 WHOLE SCHOOL comparison</i>
			Number of students:	Percentage	
Well Below	5%	5%	2	5%	7%
Below	5%	5%	2	5%	5%
At	63%	47%	22	55%	56%
Above	27%	43%	14	35%	32%
Well Above	-	-	-	-	-%

## WRITING - 40 students for all of 2024

	BOYS	GIRLS	OVERALL		<i>End of Year 2024 WHOLE SCHOOL comparison</i>
			Number of students:	Percentage	
Well Below	-	5%	1	2.5%	4%
Below	21%	9%	6	15%	16%
At	68%	52%	24	60%	60%
Above	11%	29%	8	20%	18%
Well Above	-	5%	1	2.5%	2%

## MATHS - 40 students for all of 2024

	BOYS	GIRLS	OVERALL		<i>End of Year 2024 WHOLE SCHOOL comparison</i>
			Number of students:	Percentage	
Well Below	-	5%	1	2.5%	5%
Below	10%	24%	7	17.5%	20%
At	58%	62%	24	60%	57%
Above	32%	9%	8	20%	18%
Well Above	-	-	-	-	0%

CONFIDENTIAL



# 2024 End of Year Student Achievement Report

## OVERVIEW:

At the end of Term Four we had a roll of 49 students but 44 students achievement data is reported on within this report. Our four Year 0 students were not included as they have not had enough learning time to be assessed against our school benchmarks, and one Year 8 child had only attended school for three weeks. We have had one new enrolment who has come with significant learning and emotional needs so they are included in this data but were not enrolled at our Mid Year assessments.

Of the 44 students - 21 are boys and 23 are girls. Compared with the mid-year data analysis we reported on 41 students at that time.

The assessments in this report are from a range of on-going formative assessments from throughout Terms Three and Four of 2024, and summative assessments undertaken by Teachers during Weeks 6-8 of Term Four. As well as the above assessments, teachers use their Overall Teacher Judgement (OTJ) to monitor student progress in class, their application of skills/understandings, and achievement within the literacy and numeracy curriculum areas against the current New Zealand Curriculum (NZC) standards. The same testing assessments were used at both mid year and end of year to give a consistent picture of progress and achievement for each child.

As there is a very low number of identified Māori students on our roll they are easily identifiable so this report will not be broken down into ethnicity-based statistics to ensure the anonymity of our students.

We have our own school-wide benchmarks that were reviewed at the beginning of the year along with the Assessment Schedule for 2024 to ensure teachers were clear of expectations about assessment and data gathering as well as looking at our learners and ensuring our standards were aligned with the NZC. [School Benchmarks 2024](#)

[Strath Taieri School Assessment Schedule 2023](#)

## REPORTING TO PARENTS:

NZC achievement is reported on in detail in each child's Mid Year and End of Year reports to parents and whānau. This is supported by twice yearly 3-way conferences - once at the beginning of the year, and then again in Weeks Two and Three of Term Three, so we can be open and transparent, monitor progress and communicate with parents to reinforce a strong home-school partnership.

# READING

Reading data has been gathered across a range of assessments and using a variety of testing methods. Teachers have all used appropriate Structured Literacy and decodable text assessment platforms such as the Learning Matters 'Independent Reading Skills' assessments which align with our structured literacy approach, as well as the Little Learners Love Literacy Assessment of Reading Skills.

READING					
	BOYS	GIRLS	OVERALL		End of Year 2023 comparison
			Number of students:	Percentage	
Well Below	5%	9%	3	7%	4%
Below	5%	4%	2	5%	11%
At	67%	48%	25	56%	46%
Above	24%	39%	14	32%	26%
Well Above	-	-	-	-	13%

The end-of-year reading achievement data shows a positive overall trend, with a strong majority of students achieving at or above the expected level.

## Increase in Students Achieving 'At' or Higher:

- 56% of students are achieving 'At' (compared to 46% in 2023).
- 32% are in the 'Above' category, an improvement from 26% in 2023.
- The 'Well Above' category, which had 13% in 2023, now has no students, potentially indicating a shift toward a more balanced distribution of high achievers.

## Reduction in Students Below Expectations:

- 'Well Below' is at 7%, slightly up from 4% in 2023.
- 'Below' has significantly improved, dropping to 5% from 11% in 2023.
- This suggests that targeted interventions have helped move students closer to achieving the expected level.

## Gender Comparison:

- **Boys outperform girls at the 'At' level (67% vs. 48%),** but fewer boys are in the 'Above' category (24% vs. 39%).
- **More girls are in the 'Above' category,** showing stronger high-end performance.
- A higher percentage of girls fall into the 'Well Below' category (9% vs. 5% for boys), suggesting a potential area for further targeted support.



**Overall:** The results indicate a steady upward trend in reading achievement, with fewer students below expectations and more reaching the expected standard. While girls dominate in the 'Above' group, the higher proportion in 'Well Below' suggests the need for gender-responsive support strategies.

There are five students who are working below or well below and these children are across all classrooms. One is receiving MoE funding for In Class Support which ensures targeted support and an Independent Education Plan formulated with other support agencies. The remaining priority learners have received extra support at literacy time with small class ratios. Two new students that arrived in the second half of the year had learning support programmes at their previous schools.

## **Next Steps for Reading in 2025:**

- PLD using 'Catch Up Your Code' which focuses on the middle/senior school.
- RTLB support for a target cohort as well as individual students.
- In Class Support has been granted for 1 student but not the other who has received it for the past two years unfortunately.
- Continue to use decodable texts and Structured Literacy principles in all three classrooms.
- Extend on our Teachers great professional knowledge by creating a framework for our school that reflects that new phases of learning and the MOE initiatives.
- Ensure consistent practice across all three classrooms

# WRITING

During the first two terms of 2024, we continued on our Regionally Allocated PLD contract with Lauren Latimer from the University of Otago. She continued to work with us around moderating writing samples, consistent practice, and assessment tools - namely asTTle. It has been really pleasing to see the confidence grow and dialogue between staff members around writing and the work of their students.

WRITING					
	BOYS	GIRLS	OVERALL		End of Year 2023 comparison
			Number of students:	Percentage	
Well Below	-	9%	2	4%	2%
Below	24%	9%	7	16%	13%
At	67%	52%	26	60%	72%
Above	9%	26%	8	18%	13%
Well Above	-	-	1	4%	0%

The end-of-year writing achievement results indicate some good results - particularly with 82% of students achieving 'At' or higher. This is a pleasing result.

## Findings:

1. The 'Above' category has slightly improved to 18% from 13% in 2023, and 4% of students achieved 'Well Above' (same as last year).
2. **Increase in Students Below Expectations:**
  - The percentage of students in the 'Below' category has increased from 13% in 2023 to 16% in 2024, meaning more students are struggling to meet expectations.
  - 'Well Below' has also risen slightly from 2% to 4%.

## Gender Comparison:

- **Boys are struggling more than girls**, with 24% in the 'Below' category compared to only 9% of girls.
- A higher percentage of girls (26%) are in the 'Above' category compared to boys (9%), showing stronger performance at the higher end.
- More girls fall into the 'Well Below' category (9% vs. 0% for boys), which indicates a small group of struggling female writers who need additional support. This is in one classroom and is a target cohort for 2025.

**Overall:** The data suggests that while a reasonable percentage of students are still achieving 'At' or higher, there has been a decline in those meeting expectations compared to 2023. The increase in students below expectations, especially among boys, indicates a need for targeted interventions in writing. Addressing these gaps in 2025 will be crucial to reversing this decline and improving overall writing achievement.

There are five students who are working below or well below and these children are across all classrooms. One is receiving MoE funding for In Class Support which ensures targeted support

and an Independent Education Plan formulated with other support agencies. The remaining priority learners have received extra support at literacy time with small class ratios. Two new students that arrived in the second half of the year had learning support programmes at their previous schools.

## **Next Steps for Writing in 2025:**

- Continue the use of the 'iDeaL' platform for improving students' spelling and phonological awareness across the school.
- PLD using 'Catch Up Your Code' which focuses on the middle/senior school.
- RTLB support for a target cohort as well as individual students.
- In Class Support has been granted for 1 student but not the other who has received it for the past two years unfortunately.



# MATHS

Maths data was made up of a range of assessments by classroom teachers. They collected data within class learning sessions, small anecdotal tests, as well as more formalised 1:1 individual assessments which are graded according to the current New Zealand Curriculum standards for Basic Facts, as well Pr1me Maths levels which align with the NZC levels also.

MATHS					
	BOYS	GIRLS	OVERALL		End of Year 2023 comparison
			Number of students:	Percentage	
Well Below	-	9%	2	5%	4%
Below	14%	26%	9	20%	13%
At	57%	57%	25	57%	65%
Above	29%	9%	8	18%	15%
Well Above	-	-	-	-	3%

The end-of-year maths achievement results highlight some key areas of concern, particularly the decline in overall performance compared to 2023.

## Findings:

### 1. Decline in Students Achieving 'At' or Higher:

- 57% of students are achieving 'At' (compared to 65% in 2023), indicating a drop in the number of students meeting expectations.
- 18% are in the 'Above' category, a slight increase from 15% last year.
- No students achieved 'Well Above' this year, compared to 3% in 2023.

### 2. Increase in Students Below Expectations:

- The 'Below' category has grown significantly from 13% in 2023 to 20% in 2024, suggesting that more students are struggling with maths.
- 'Well Below' has increased slightly from 4% to 5%, showing a small but concerning rise in students significantly behind.

## Gender Comparison:

- **Girls are struggling more than boys**, with 26% in the 'Below' category compared to only 14% of boys.
- Boys perform better in the 'Above' category (29%) compared to girls (9%), showing stronger achievement at the higher end.
- More girls (9%) fall into the 'Well Below' category, while no boys are in this group, suggesting that targeted support for struggling female students may be needed.

**Overall:** The results indicate a decline in overall maths achievement compared to 2023. More students are falling below expectations, and fewer are achieving at or above the standard. The lack of students in the 'Well Above' category suggests a gap in extending high-achieving students.

Pr1me Maths was implemented across the school this year and we have found it to be some-what ineffective in extending students as it was very 'wordy' and often children were unable to complete maths activities due to struggling to read all the text/probelms.

## Next Steps for Maths in 2025:

- **Oxford Maths** being implemented across the school, which comes with some free PLD for teachers, as part of the 'Make It Count' strategy by the MOE.
- MOE curriculum days for Staff to unpack the new Maths standards/targets and phases of learning.
- Using Numicon for a target cohort of students to give them more 'tools' to use to solve problems.
- Enrolling a teacher to attend a 'Numicon Tier 2 and 3 Support Porgramme' course at the beginning of Term One 2025.
- Targeted intervention for struggling students, especially girls, to close the performance gap. This will be done by Teachers upskilling using the new Oxford University Press maths books, its online platform, and a range of resources and strategies that are effective for building childrens foundational maths skills.

Addressing these areas will be crucial to reversing the downward trend and ensuring improved maths outcomes in 2025.



# SUMMARY

Students who are achieving 'At' or higher:

	End of Year 2024	Mid Year 2024	End of Year 2023	End of Year 2022	End of Year 2021
READING	87%	90%	85%	Unavailable	84%
WRITING	80%	93%	85%	Unavailable	78%
MATHS	75%	90%	83%	Unavailable	74%

Comparing the end-of-year results from 2024 to 2023, there is a slight improvement across all subjects.

In reading, the percentage of students achieving 'At' or higher has increased from 85% in 2023 to 87% in 2024, showing a small but positive growth. Writing has remained steady at 80% in 2024 compared to 85% in 2023, indicating a slight decline. In maths, achievement has risen from 83% in 2023 to 75% in 2024, which shows a decrease in performance. While the changes are relatively minor, they highlight areas where progress has been made and where further support may be needed.

The 2024 end-of-year achievement data can be considered in light of the new literacy and numeracy guidelines to be introduced by the New Zealand Ministry of Education in 2025. These new standards aim to provide a more structured approach to foundational skills, ensuring students develop stronger reading, writing, and mathematical competencies.

Comparing 2024 to 2023, there has been a slight improvement in reading, rising from 85% to 87%, while writing has seen a small decrease from 85% to 80%. In maths, there has been a drop from 83% to 75%. The mixed results suggest that while the new guidelines may be having a positive impact in some areas, particularly reading, further adjustments may be needed to support students in writing and mathematics.

The implementation of the new curriculum framework will have influenced teaching approaches, and as schools continue to adapt, future data will provide a clearer picture of the guidelines' long-term effectiveness.

A focus for 2025 PLD on Maths particularly will be a focus for all Staff as we aim to improve results and give our tamariki the best education at the best wee school.

# 2024 Te Tiriti o Waitangi obligations at Strath Taieri School

## **Introduction:**

Te Tiriti o Waitangi serves as the foundation for the partnership between the Crown and Māori in New Zealand. This report assesses how Strath Taieri School meets its obligations under Te Tiriti o Waitangi, based on its 2024 activities and initiatives, as well as the guidelines provided in the document "School Planning and Reporting Legislation Comparison".

## **Te Tiriti o Waitangi Principles:**

Te Tiriti o Waitangi emphasises partnership, participation, and protection. These principles guide institutions like schools in their engagement with Māori students, families, and communities.

### **Analysis of Strath Taieri School's Initiatives**

#### **1. Partnership Agreement with Puketeraki Marae:**

Signing a partnership agreement with Puketeraki Marae signifies a commitment to partnership and collaboration with the local Māori community, in alignment with the principle of partnership under Te Tiriti o Waitangi.

#### **2. Overnight Stay at Puketeraki Marae:**

This initiative fosters partnership and participation by immersing students in Māori culture and traditions. It provides firsthand experiences of tikanga (customs) and fosters understanding and respect for Māori heritage.

#### **3. Learning Mihi/Pepeha:**

Teaching the entire school to develop their own mihi/pepeha contributes to participation by empowering students to express their cultural identity and connections to their heritage, land, and community.

#### **4. Participation in Taieri Schools Hui Ako:**

By participating in collaborative events like the Taieri Schools Hui Ako, Strath Taieri School actively engages with the wider community to improve educational outcomes for Māori students, reflecting a commitment to partnership and participation.

#### **5. Kotui Ako Online Lessons:**

Providing Kotui Ako online lessons specifically for R5 students in Terms 3-4 addresses the principle of protection by offering targeted support to Māori students to enhance their learning outcomes.

#### **6. PolyFest performance:**

Engaging with a Kapa Haka tutor to teach Te Reo and tikanga Māori for all of our ākonga. This learning all culminated in the whole school performing on stage at the Otepoti Poly Fest in September.

## **Conclusion:**

Strath Taieri School's activities and initiatives in 2024 demonstrate a proactive approach to fulfilling its Te Tiriti o Waitangi obligations. Through partnership with Māori communities, promotion of Māori language and culture, and targeted support for Māori student achievement, the school upholds the principles of Te Tiriti o Waitangi.

### **Recommendations**

#### **1. Continued Engagement:**

Maintain and strengthen partnerships with local Māori communities to ensure ongoing collaboration and support.

**2. Professional Development:**

Provide professional development opportunities for staff to enhance cultural competency and incorporate Māori perspectives into teaching and learning.

**3. Evaluation and Feedback:**

Regularly evaluate the impact of initiatives on Māori student outcomes and solicit feedback from Māori stakeholders to inform future planning and decision-making.

This report highlights Strath Taieri School's efforts to honour its Te Tiriti o Waitangi obligations and provides recommendations for further improvement in fostering a partnership with Māori communities and supporting Māori student success.



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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We have a staff rep on the Board, as a Board and Staff we do a lot of social activities together to build up a strong and cohesive partnership. Regular check-ins with staff and Principal about 'What's on Top?' or what we can help support with. Small community which looks after each other.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>Our PLD programme and cultural competencies, our inclusive education practices and professional learning around this.</i>  <i>Our Strategic and Annual Plans which link directly to the NELPs, as well as our individual Professional Growth Cycles.</i>  <i>We also use School Docs to guide us from a policy perspective.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Teaching appointments panel always has 2x staff members (one of which is the Principal); as well as 3 Board members. All candidates are carefully considered based on their applications, shortlisted by the appointments panel, and always asked the same set of questions in the interviews. Referees are always contacted after the interview process has taken place.</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>Regular reporting and data gathering for priority learners.</i>  <i>Weekly discussions at Staff Meetings about Māori and other priority students and groups.</i>  <i>PLD workshops and development opportunities including a workshop to cover Te Tiriti o Waitangi principles with a MOE Advisor.</i>  <i>Coverage and implementation of Aotearoa NZ Histories and the New Zealand curriculum document.</i>  <i>Commitment to developing Māori tikanga, te reo, and a close relationship with our local marae as well as regular weekly Te Reo lessons by a Māori teacher through Kotui Ako online platform.</i>
How have you enhanced the abilities of individual employees?	<i>PLD offered to all Staff - support/admin included. We attended a lot of PLD as a whole staff to enhance not only Teachers but our Teacher Aides and Support Staff also.</i>

How are you recognising the employment requirements of women?	<b><i>We work in a very female dominated workplace. Females are very well represented, heard, and respected by all staff and Board. We also allow flexibility around family events and childcare/illness for those on staff who have children (some of who are pre schoolers). Allowing a close partnership with our Playgroup (which is on-site at school) means teaching Mums and their children often get to spend some time together whenever Playgroup is on.</i></b>
How are you recognising the employment requirements of persons with disabilities?	<b><i>We acknowledge and provide the appropriate support and equipment for those who need support with a range of disabilities. Whether it be with our ramp and wheelchair access for all school buildings, recognising neurodiversity, or long-term chronic illnesses.</i></b>

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

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

## **KiwiSport funding 2024**

Students participated in organised sport. In 2024 the school received Kiwisport funding of \$697.84 (\$703.20 in 2023). The funding was spent on sports equipment, and providing a swimming skills & safety program targeted at Years 5-8 students at Strath Taieri School.