

# SALFORD SCHOOL



## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

**School Directory**

**Ministry Number:** 4014

**Principal:** Sarah Gibbs

**School Address:** 110 Lamond Street East, Hargest, Invercargill, 9810

**School Phone:** 03 217 9521

**School Email:** [admin@salford.school.nz](mailto:admin@salford.school.nz)

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# SALFORD SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

<b>Page</b>	<b>Statement</b>
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 19</a>	Notes to the Financial Statements
	Independent Auditor's Report

# Salford 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.

Michelle Findlater

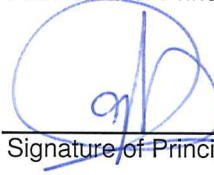
Full Name of Presiding Member

Sarah Gibbs

Full Name of Principal



Signature of Presiding Member



Signature of Principal

12.06.2025

Date:

12-06-2025

Date:

# Salford School

## Members of the Board

For the year ended 31 December 2024

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Michelle Findlater	Presiding Member	Appointed	Sep 2025
Sarah Gibbs	Principal	ex Officio	
Marama Davis	Te Tiriti o Waitangi	Co-opted	Apr 2027
Amelia Nicholson	Parent Representative	Elected	Sep 2025
Nikki McRobie	Parent Representative	Elected	Sep 2025
Dallas Peters	Parent Representative	Elected	Sep 2025
Tracey Jones	Staff Representative	Elected	Sep 2025

# Salford 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	2,553,180	2,551,446	2,584,700
Locally Raised Funds	3	196,083	164,150	171,920
Interest		19,762	15,000	27,536
Gain on Sale of Property, Plant and Equipment		134	-	-
<b>Total Revenue</b>		<b>2,769,159</b>	<b>2,730,596</b>	<b>2,784,156</b>
<b>Expense</b>				
Locally Raised Funds	3	54,933	40,150	31,857
Learning Resources	4	2,093,231	2,042,197	2,020,411
Administration	5	172,545	159,950	143,977
Interest		2,727	1,800	1,724
Property	6	601,617	519,100	516,661
Loss on Disposal of Property, Plant and Equipment		-	500	-
<b>Total Expense</b>		<b>2,925,053</b>	<b>2,763,697</b>	<b>2,714,630</b>
<b>Net (Deficit)/Surplus for the year</b>		<b>(155,894)</b>	<b>(33,101)</b>	<b>69,526</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(155,894)</b>	<b>(33,101)</b>	<b>69,526</b>

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

# Salford 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>		688,816	688,816	571,553
Total comprehensive revenue and expense for the year		(155,894)	(33,101)	69,526
Contribution - Furniture and Equipment Grant		-	3,250	17,635
Contribution - Te Mana Tūhono		-	-	30,102
<b>Equity at 31 December</b>		532,922	658,965	688,816
Accumulated comprehensive revenue and expense		532,922	658,965	688,816
<b>Equity at 31 December</b>		532,922	658,965	688,816

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.

# Salford 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	20,070	112,224	161,557
Accounts Receivable	8	388,936	152,904	152,904
GST Receivable		-	382	382
Prepayments		26,430	24,851	24,851
Inventories	8	2,791	-	-
Investments	9	346,692	328,883	328,883
		784,919	619,244	668,577
<b>Current Liabilities</b>				
GST Payable		3,731	-	-
Accounts Payable	11	276,974	189,193	189,193
Borrowings	12	14,958	16,629	14,958
Revenue Received in Advance	13	2,893	15,620	15,620
Provision for Cyclical Maintenance	14	41,213	5,042	2,521
Finance Lease Liability	15	11,795	6,230	6,230
Funds held in Trust	16	1,308	1,038	1,038
Funds held for Capital Works Projects	17	152,356	-	-
		505,228	233,752	229,560
<b>Working Capital Surplus</b>				
		279,691	385,492	439,017
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	309,023	316,184	293,830
		309,023	316,184	293,830
<b>Non-current Liabilities</b>				
Borrowings	12	8,909	5,567	20,842
Provision for Cyclical Maintenance	14	34,438	29,320	15,365
Finance Lease Liability	15	12,445	7,824	7,824
		55,792	42,711	44,031
<b>Net Assets</b>				
		532,922	658,965	688,816
<b>Equity</b>				
		532,922	658,965	688,816

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

# Salford 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		604,279	606,836	625,705
Locally Raised Funds		131,942	155,350	173,258
International Students		14,074	8,800	20,043
Goods and Services Tax (net)		4,113	-	1,520
Payments to Employees		(573,855)	(461,200)	(432,851)
Payments to Suppliers		(235,544)	(303,940)	(260,922)
Interest Paid		(2,727)	(1,800)	(1,724)
Interest Received		25,754	15,000	19,139
Net cash (to)/from Operating Activities		(31,964)	19,046	144,168
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		134	-	-
Purchase of Property Plant & Equipment		(59,802)	(55,000)	(51,667)
Purchase of Investments		(17,809)	-	(72,453)
Net cash (to) Investing Activities		(77,477)	(55,000)	(124,120)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	3,250	17,635
Finance Lease Payments		(7,626)	-	(6,258)
Repayment of Loans		(14,957)	(16,629)	(14,959)
Funds Administered on Behalf of Other Parties		(9,463)	-	(14,937)
Net cash (to) Financing Activities		(32,046)	(13,379)	(18,519)
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(141,487)</b>	<b>(49,333)</b>	<b>1,529</b>
Cash and cash equivalents at the beginning of the year	7	161,557	161,557	160,028
<b>Cash and cash equivalents at the end of the year</b>	7	<b>20,070</b>	<b>112,224</b>	<b>161,557</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.

# Salford School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Salford 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 14.

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 15. Future operating lease commitments are disclosed in note 22b.

##### *Recognition of grants*

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

### **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. Inventories**

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

### **1.9. 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.

### **1.10. 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	35 years
Furniture and Equipment	5–15 years
Information and Communication Technology	4–10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

#### **1.11. 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.

#### **1.12. 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.

### **1.13. 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.

### **1.14. 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.

### **1.15. 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.

### **1.16. 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.

### **1.17. 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.

### **1.18. 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, 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.

**1.19. 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.

**1.20. Budget Figures**

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

**1.21. 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	602,637	592,036	627,636
Teachers' Salaries Grants	1,505,404	1,554,490	1,554,490
Use of Land and Buildings Grants	418,168	390,120	390,120
Other Government Grants	26,971	14,800	12,454
	<u>2,553,180</u>	<u>2,551,446</u>	<u>2,584,700</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	51,555	41,300	49,310
Fees for Extra Curricular Activities	32,296	19,550	16,755
Trading	5,139	5,500	5,056
Fundraising and Community Grants	10,697	13,000	12,788
Other Revenue	71,018	76,000	79,272
International Student Fees	25,378	8,800	8,739
	<u>196,083</u>	<u>164,150</u>	<u>171,920</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	43,193	28,900	19,993
Trading	4,218	5,500	6,853
Fundraising and Community Grant Costs	3,563	2,500	1,767
Other Locally Raised Funds Expenditure	3,890	3,000	3,045
International Student - Other Expenses	69	250	199
	<u>54,933</u>	<u>40,150</u>	<u>31,857</u>
<i>Surplus for the year Locally raised funds</i>	<u>141,150</u>	<u>124,000</u>	<u>140,063</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	47,773	75,010	55,885
Information and Communication Technology	3,061	4,000	2,475
Employee Benefits - Salaries	1,959,273	1,906,690	1,903,400
Other Learning Resources	196	850	62
Staff Development	15,588	10,000	5,182
Depreciation	67,340	45,647	53,407
	<u>2,093,231</u>	<u>2,042,197</u>	<u>2,020,411</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,198	4,500	4,774
Board Fees and Expenses	17,358	16,800	15,262
Operating Leases	4,967	-	-
Other Administration Expenses	26,877	38,450	31,317
Employee Benefits - Salaries	89,615	83,000	76,294
Insurance	15,930	13,200	13,252
Service Providers, Contractors and Consultancy	8,600	4,000	3,078
	<u>172,545</u>	<u>159,950</u>	<u>143,977</u>

## 6. Property

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	36,368	35,000	34,915
Cyclical Maintenance	18,419	18,000	14,886
Adjustment to the Provision- Other Adjustments	42,370	-	2
Heat, Light and Water	19,958	20,000	22,723
Rates	5,723	5,000	4,965
Repairs and Maintenance	20,948	11,400	11,439
Use of Land and Buildings	418,168	390,000	390,120
Other Property Expenses	14,672	13,700	14,391
Employee Benefits - Salaries	24,991	26,000	23,220
	<u>601,617</u>	<u>519,100</u>	<u>516,661</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 (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	20,070	112,224	161,557
Cash and Cash Equivalents for Statement of Cash Flows	<u>20,070</u>	<u>112,224</u>	<u>161,557</u>

Of the \$20,070 Cash and Cash Equivalents and Investments \$346,692, \$20,178 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 \$20,070 Cash and Cash Equivalents and Investments \$346,692, \$2,893 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$20,070 Cash and Cash Equivalents and Investments \$346,692, \$1,308 of Funds Held in Trust is held by the School, as disclosed in note 16.

## 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	46,718	7,955	7,955
Receivables from the Ministry of Education	192,462	10,511	10,511
Interest Receivable	4,018	10,010	10,010
Teacher Salaries Grant Receivable	145,738	124,428	124,428
	<u>388,936</u>	<u>152,904</u>	<u>152,904</u>
Receivables from Exchange Transactions	50,736	17,965	17,965
Receivables from Non-Exchange Transactions	338,200	134,939	134,939
	<u>388,936</u>	<u>152,904</u>	<u>152,904</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	346,692	328,883	328,883
Total Investments	<u>346,692</u>	<u>328,883</u>	<u>328,883</u>



## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	102,507	19,827	-	-	(10,037)	112,297
Furniture and Equipment	102,626	15,074	(710)	-	(15,298)	101,692
Information and Communication Technology	60,717	22,698	-	-	(27,182)	56,233
Leased Assets	13,268	31,231	(8,500)	-	(12,620)	23,379
Library Resources	14,712	2,913	-	-	(2,203)	15,422
<b>Balance at 31 December 2024</b>	<b>293,830</b>	<b>91,743</b>	<b>(9,210)</b>	<b>-</b>	<b>(67,340)</b>	<b>309,023</b>

The net carrying value of furniture and equipment held under a finance lease is \$23,379 (2023: \$13,268)

### 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	293,919	(181,622)	112,297	274,092	(171,585)	102,507
Furniture and Equipment	466,505	(364,813)	101,692	455,657	(353,031)	102,626
Information and Communication Technology	248,051	(191,818)	56,233	252,764	(192,047)	60,717
Leased Assets	39,180	(15,801)	23,379	24,949	(11,681)	13,268
Library Resources	76,324	(60,902)	15,422	73,411	(58,699)	14,712
<b>Balance at 31 December</b>	<b>1,123,979</b>	<b>(814,956)</b>	<b>309,023</b>	<b>1,080,873</b>	<b>(787,043)</b>	<b>293,830</b>

## 11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	95,822	26,660	26,660
Accruals	8,448	5,759	5,759
Employee Entitlements - Salaries	171,078	154,477	154,477
Employee Entitlements - Leave Accrual	1,626	2,297	2,297
	<b>276,974</b>	<b>189,193</b>	<b>189,193</b>
Payables for Exchange Transactions	276,974	189,193	189,193
	<b>276,974</b>	<b>189,193</b>	<b>189,193</b>

The carrying value of payables approximates their fair value.

## 12. Borrowings

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Due within one year	14,958	16,629	14,958
	<b>14,958</b>	<b>16,629</b>	<b>14,958</b>
Due after one year	8,909	5,567	20,842
	<b>8,909</b>	<b>5,567</b>	<b>20,842</b>

In 2021 the Board signed an agreement with Programme Maintenance Services Ltd (the contractor) for an agreed programme of work covering an six year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	2,893	4,316	4,316
International Student Fees in Advance	-	11,304	11,304
	<u>2,893</u>	<u>15,620</u>	<u>15,620</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	17,886	17,886	47,298
Increase to the Provision During the Year	18,419	18,000	14,886
Use of the Provision During the Year	(3,024)	(1,524)	(44,300)
Other Adjustments	42,370	-	2
Provision at the End of the Year	<u>75,651</u>	<u>34,362</u>	<u>17,886</u>
Cyclical Maintenance - Current	41,213	5,042	2,521
Cyclical Maintenance - Non current	34,438	29,320	15,365
	<u>75,651</u>	<u>34,362</u>	<u>17,886</u>

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.

### 15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No later than one year	13,474	7,166	7,166
Later than One Year	13,189	8,281	8,281
Future Finance Charges	(2,423)	(1,393)	(1,393)
	<u>24,240</u>	<u>14,054</u>	<u>14,054</u>
<b>Represented by:</b>			
Finance lease liability - Current	11,795	6,230	6,230
Finance lease liability - Non-current	12,445	7,824	7,824
	<u>24,240</u>	<u>14,054</u>	<u>14,054</u>

### 16. Funds Held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,308	1,038	1,038
	<u>1,308</u>	<u>1,038</u>	<u>1,038</u>

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expenses of the School and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 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	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project - Brick, Heating & EDB #243726	-	72,964	(75,871)	2,907	-
MOE Project - Drainage.Stormwater #243725	-	46,000	(44,790)	-	1,210
MOE Project - Metal and Translucent Roof Rep #243724	-	168,505	(17,359)	-	151,146
Totals	-	287,469	(138,020)	2,907	152,356

### Represented by:

Funds Held on Behalf of the Ministry of Education 152,356

The Board contribution has been expensed in the 2024 year.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
ABC LS Bathroom Modifications 22-033	13,157	1,661	(14,818)	-	-
Totals	13,157	1,661	(14,818)	-	-

## 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 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.

## 19. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,875	4,090
<i>Leadership Team</i>		
Remuneration	466,363	456,615
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	469,238	460,705

There are six members of the Board excluding the Principal. The Board held eleven full meetings of the Board in the year. The Board also has Finance and Property members 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	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
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	2.00	4.00
110 -120	2.00	1.00
	<u>4.00</u>	<u>5.00</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 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	-	-

### 21. 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.

### 22. Commitments

#### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$152,356 (2023:\$nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
MOE Project - Drainage.Stormwater #243725	\$ 1,210
MOE Project - Metal and Translucent Roof Rep #243724	151,146
<b>Total</b>	<b>152,356</b>

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

#### (b) Operating Commitments

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

(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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	20,070	112,224	161,557
Receivables	388,936	152,904	152,904
Investments - Term Deposits	346,692	328,883	328,883
Total Financial assets measured at amortised cost	<u>755,698</u>	<u>594,011</u>	<u>643,344</u>

#### Financial liabilities measured at amortised cost

Payables	276,974	189,193	189,193
Borrowings - Loans	23,867	22,196	35,800
Finance Leases	24,240	14,054	14,054
Total Financial liabilities measured at amortised Cost	<u>325,081</u>	<u>225,443</u>	<u>239,047</u>

### 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.

### 26. Annual Reporting Deadline

The Board of Trustees did not comply with section 137 of the Education and Training Act 2020 in that the Board did not report by 3 June 2025, the date fixed by the Ministry of Education, by which schools were required to have sent their audited financial statements to the Ministry of Education.

# Salford School Student Achievement Report



End Year 2024

Salford School Vision: Developing respectful, responsible, caring and hardworking students.

NELP Objectives:

**Learners at the Centre** – Learners with their whanau are at the centre of education

**Barrier Free Access** – Great education opportunities and outcomes are within reach for every learner

**Quality Teaching and Leadership** – Quality teaching and leadership make the difference for learners and their whānau

## Connection to the School Strategic Plan 2025:

STRATEGIC GOAL 1: To deliberately and actively support the positive social, emotional, mental health and well being of all ākonga.	STRATEGIC GOAL 2: To create an inclusive learning place where connection and collaboration are explicit, allowing all ākonga to achieve to their best potential.
1. Implement a successful second year of professional learning developing the Mitey Programme as part of the Salford Curriculum	Develop and deliver a culturally appropriate and responsive teaching and learning curriculum..
2. Alignment of Te Mātaiaho with school expectations and teaching models with a focus on well being and positive mental health.	Review concepts in our school curriculum to ensure they recognise, celebrate and enrich learners' identities, abilities and talents.

## Data Analysis, Observations and Notes:

Reading		
Mid 2024	End 2024	Now What?
<ul style="list-style-type: none"> <li>83% of students in Years 3, 4, 5 and 6 are achieving At expectations in Reading.</li> <li>10% of students (Year 3 – 6) are at the working towards level.</li> <li>7% are requiring support.</li> <li>Students working towards or requiring support further breakdown:                             <ul style="list-style-type: none"> <li>Males 18%</li> <li>Females 17%</li> <li>Māori 16%</li> <li>Pasifika 50%</li> <li>Asian 30%</li> <li>NZ European 11%</li> <li>Y3 - 25%</li> <li>Y4 - 6%</li> <li>Y5 - 21%</li> </ul> </li> <li>The Y3 cohort is achieving lower than their school cohort, while the Y4 cohort is achieving considerably higher ; Y3: 74%, Y4: 94%, Y5: 79%, Y6: 81% achieving at.</li> <li>No students are achieving above the expected level in Reading.</li> <li>The Y3 cohort in general is the lowest performing cohort: 23% of Y3 boys and 29% of Y3 girls</li> </ul>	<ul style="list-style-type: none"> <li>81% of ākonga Year 2 - 6 are achieving at or above expectation</li> <li>2% are working above</li> <li>13% are working towards level</li> <li>5% require support</li> <li>The focus cohort (Year 5 2024) have 26% below expectation - an increase from 5% below expectation from mid-2024.</li> </ul> <p>The breakdown of students Working Towards and Requiring Support is:</p> <ul style="list-style-type: none"> <li>-6 non English speakers</li> <li>-2 ORS students</li> <li>-18 ESOL students (Separate from the non english speakers) This is a significant increase from the end of 2023 of 13 students. This is because the students are coming to Salford with no english.</li> <li>- 10 students are Neurodiverse.</li> <li>5 year net data is indicating even lower levels of alphabet, reading and rhyming knowledge entering the school (eg Humpty Dumpty and alphabet)</li> <li>The change in expectation between Year 3 and 4 is increasing the number of students who are requiring support.</li> </ul>	<ul style="list-style-type: none"> <li>RLit students identified for 2025, chn will attend this in term 3. We are allocated four sessions per week for 5 weeks. These students are identified by Paula and team leaders from whole school data in literacy. This intervention reaches up to 10 critical learners</li> <li>Learning Hub groups being identified for term 1, off 'at risk' data, 2024. We are still waiting on teaching staff to advise the Learning Hub of those children who are in need of this learning assistance. We expect most of these children will be in the Year 6 cohort and Year 4 cohort for 2025. Use the 13 'at risk' readers as the Structured Literacy intervention group.</li> <li>Reading PD 2025 - Structured Literacy, 3 consecutive days for Y0-3 teachers and all other teachers who work in the junior classes. This will involve continued advice on how to teach structured literacy, resources, progression and assessment.</li> <li>Ongoing professional discussions for Literacy Leads</li> </ul>

<p>are working towards/requiring support. 53% of students who require support across the school are in Y3. 55% of Asian students across the school are in this cohort that require support due to ESOL.</p> <ul style="list-style-type: none"> <li>The target Y5 cohort have 21% of students below expectation, an increase of 2% compared to the end of 2023 when they were Y4. This breaks down to 25% are boys and 15% are girls. 29% of Asian students are working towards or receiving support in this cohort.</li> </ul>	<ul style="list-style-type: none"> <li>18 of the students who are identified as below the expectation have attended Reading Recovery.</li> <li>The Y3 cohort is still the lowest achieving cohort at 72% while the Y2 cohort is at 90% - one of two of the highest achieving cohorts: Y3: 72%, Y4: 92%, Y5: 74%, Y6: 82% achieving at.</li> <li>The above Y2 data indicates at this moment in time this cohort is tracking nicely, it will be interesting to see this cohort's data at mid/end of year in 2025.</li> <li>Only 2 students are achieving above in reading at Salford, they are at the end of Year 2.</li> </ul>	<p>which are then shared with staff.</p> <ul style="list-style-type: none"> <li>Reading Rockets - Programme by Paula W, mixture of intervention. This includes phonics and aspects of structured literacy to develop phonological awareness.</li> <li>Targeted teacher aide groups - phonological, language based skills, Buzz Programme, ESL groups. The Y3 cohort has many students that would benefit from these programmes.</li> <li>Continued PLD for teacher aides by Paula and Kelly based on literacy initiatives.</li> </ul>
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Writing		
Mid 2024	End 2024	Now What?
<ul style="list-style-type: none"> <li>68% of Y3-6 students are achieving at the expected level in Writing.</li> <li>23% of students are working towards.</li> <li>9% are requiring support.</li> <li>Students working towards or requiring support further breakdown: <ul style="list-style-type: none"> <li>Males 40%</li> <li>Females 25%</li> <li>Māori 37%</li> <li>Pasifika 66% (2/2)</li> <li>Asian 41%</li> <li>NZ European 24%</li> <li>Y3 - 54%</li> <li>Y4 - 24%</li> <li>Y5 - 28%</li> <li>Y6 - 30%</li> </ul> </li> <li>The Y3 cohort is achieving lower than their school cohort, while the Y4-6 cohorts are achieving slightly above the school cohort; Y3: 46%, Y4: 76%, Y5: 72%, Y6: 70% achieving at.</li> <li>No students are achieving above the expected level in Writing.</li> <li>The Y3 cohort is the lowest performing cohort: 55% of Y3 boys and 54% of Y3 girls are working towards/requiring</li> </ul>	<ul style="list-style-type: none"> <li>65% of students at or above</li> <li>24% are working towards</li> <li>11% are requiring support</li> <li>1% is above the expected level in Writing at the Year 2 level.</li> </ul> <p>Students working towards or requiring support further breakdown:</p> <ul style="list-style-type: none"> <li>Males 44%</li> <li>Females 26%</li> <li>Māori 48%</li> <li>Pasifika 50% (4/8)</li> <li>Asian 20%</li> <li>NZ European 31%</li> <li>Y3 - 62%</li> <li>Y4 - 32%</li> <li>Y5 - 38%</li> <li>Y6 - 30%</li> </ul> <ul style="list-style-type: none"> <li>Out of 29 Māori students 52% are working within expectation</li> <li>Level 2 is proving challenging.</li> <li>25/40 year 3 students are working towards or requiring support</li> <li>The Y3 cohort is achieving considerably lower than their school cohort, while the Y2, Y4 and Y6 cohorts are achieving slightly above the school cohort ; Y2: 94%, Y3: 38%, Y4: 67%, Y5: 62%, Y6: 70% achieving at.</li> <li>Again the increase in ESOL children that started at Salford in Term 3/4 has an impact on our data.</li> </ul>	<ul style="list-style-type: none"> <li>Further between school moderation to ensure we are marking accurately and not too hard.</li> <li>Focussed and deliberate teaching of handwriting across the school to improve hand eye coordination and connection from thought to print.</li> <li>Learning Hub will be in three senior classes in 2025 and removing the other 'below students' in groups of seven - timetable not finalised at present. All the children who are below in writing will have an intervention through Learning Hub and the ESOL programme.</li> <li>Develop 'target groups' for writing with teachers providing an action plan to be checked termly by the Literacy Team.</li> <li><a href="#">Target Group Action Plan – Writing</a> - this is an idea to be developed at the start of 2025.</li> <li>The Y3 cohort is our next target group due to this data at the end of 2024.</li> <li>The literacy assessment schedule has been amended and changed for staff to follow.</li> <li>Structured Literacy (SL) PD starts in March 2025. Our way forward with literacy will incorporate aspects of this into our current programmes. We</li> </ul>

Writing		
Mid 2024	End 2024	Now What?
<p>support. 7/11 Asian students in Y3 are working towards or requiring support in writing.</p> <ul style="list-style-type: none"> <li>The target Y5 cohort have 28% of students below expectation, compared to 43% at the end of 2023 when they were Y4. This breaks down to 40% are boys, 11% are girls, 43% are Asian and 18% are Māori students are working towards or receiving support in this cohort.</li> </ul>		<p>anticipate the introduction of this will support those children who are not meeting the expectation due to current research and theory. We are unsure of the actual impact until we have had the PD and started to implement SL.</p>

Maths		
Mid 2024	End 2024	Now What?
<ul style="list-style-type: none"> <li>83% of students are achieving at or above in Mathematics. 13% are working towards and 4% require support.</li> <li>Students working towards or requiring support in mathematics further breakdown: <ul style="list-style-type: none"> <li>Males 13%</li> <li>Females 17%</li> <li>Māori 20%</li> <li>Pasifika 37%</li> <li>Asian 19%</li> <li>NZ European 11%</li> <li>Y3 17%</li> <li>Y4 8%</li> <li>Y5 28%</li> <li>Y6 16%</li> </ul> </li> <li>The Y5 cohort who have been tracked since Y2, are the lowest achieving cohort in mathematics. In general this group is showing improvement in comparison to mid-year data but a drop is shown in the change of levels since the end of year, 2024. <ul style="list-style-type: none"> <li>Mid '23- 62%</li> <li>End '23 85%</li> <li>Mid '24- 72%</li> </ul> </li> <li>Specific groups of concern are <ul style="list-style-type: none"> <li>Y5 boys- 29% (10/35) working towards or requiring support</li> <li>Y6 girls-28% (7/25) working towards or requiring support</li> <li>Māori 67% (2/3) working towards or requiring support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>84% of students are achieving at or above in Mathematics. 12.5% are working towards and 3.5% require support.</li> <li>Students working towards or requiring support in Mathematics: <ul style="list-style-type: none"> <li>Males 13.5%</li> <li>Females 18%</li> <li>Māori 20%</li> <li>Pasifika 37.5%</li> <li>Asian 19%</li> <li>NZ European 12%</li> <li>Y3 17.5%</li> <li>Y4 8%</li> <li>Y5 28%</li> <li>Y6 16%</li> </ul> </li> <li>In all cohorts, the data has remained relatively stable since mid-year; however, comparing the EOY data for the 2024 Year 3 group, against their 2023 EOY data shows a considerable drop- from 100% achieving 'at or above' to 82.5% achieving 'at or above'. This group of 7 students are all female.</li> <li>The Y5 cohort is still achieving considerably lower than the total school year group cohort; <ul style="list-style-type: none"> <li>End '24- 72% 'At or Above'</li> </ul>           However, within this group they have made a positive move from the lowest band 'Requiring Support' at Mid-year -15%, to EOY- 5%. </li> <li>Update on specific groups of concern from Mid-term: <ul style="list-style-type: none"> <li>Y5 Boys- 29% (10/34)- Again positive movement is shown from</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Target group in 2025 to focus on the 2024, Year 3 group of girls (7). Identification of their specific needs in relation to numeracy will be established early in T1.</li> <li>Year 5 Boys group- of the ten students in this group 5 have considerable learning needs. These students are all achieving at numeracy stages 4-5. They all also have very low reading/literacy stanines (1-3). Targeting understanding and analysis of word problems will be a way to help address this issue, along with targeting and monitoring of the key basic facts that they require at these levels to progress. Four of these boys also show very low levels of basic fraction understanding</li> <li>Year 5 Girls group- of these girls one of the 6 girls has considerable learning needs. These girls will need targeted attention on their basic facts, recall and understanding. They also struggle with place value understanding and fraction knowledge. Specific teaching and monitoring of these children will be required.</li> <li>Targeted extension group learning and experiences have been trialled this year. The student voice from this was overwhelmingly positive. Going forward, ensuring a diverse range of female students are</li> </ul>

Maths		
Mid 2024	End 2024	Now What?
	<p>the lowest band '<i>Requiring Support</i>' at Mid-year -17%, to EOY- 6%.</p> <p>Yr 6 Girls- 20% (5/25) working towards or requiring support, Māori 33.3% (1/3)</p> <ul style="list-style-type: none"> <li>Students working above <ul style="list-style-type: none"> <li>14% Males</li> <li>4% Female</li> </ul> </li> </ul> <p>Of this group of students the majority are male, Europeans.</p> <p>European- 65%, Males 80%, 0% Māori or Pasifika students.</p>	<p>prioritised and given this opportunity would be of benefit if this opportunity is to continue.</p> <ul style="list-style-type: none"> <li>Staff are being introduced to the new Mathematics curriculum through staff meetings and have been identifying the changes to curriculum and the learning outcomes required for each year level. Ongoing professional development, the ordering of resources and alignment of curriculum will need to be focused on in 2025.</li> </ul>

General Notes: End
<ul style="list-style-type: none"> <li>Whānau education about core curriculum and the importance of practice at home along with consistent attendance for children to be achieving or progressing in reading, writing and maths. (Parent complacency around homework, practice and attendance is impacting on student learning) This will be supported by effective teacher communication with parents around a child's learning needs and expectations. Learning Hub teacher will be having meetings with parents whose children are not attending or engaging with their learning.</li> <li>Addressing Literacy from a culturally responsive point of view is something we are investigating to support our Māori learners with their reading and writing. Using texts and writing prompts that give meaning to a child's culture will support Māori students in the classroom.</li> <li>Exploring steps to support students who are 'at' expectation or on the cusp in Year 3 to ensure they do not slip to 'working towards' as Year 4. Cementing goals and methods of reporting may assist with this with the introduction of Te Mātaiaho and literacy related PLD.</li> <li>Monitoring and reporting progress more in depth as opposed to focussing purely on achievement will also be something to investigate particularly for the high level of neurodiverse and ESOL learners. Identifying and reporting on what success is for these students; using student evaluations to identify and reflect on their learning, goals and feelings towards success (ties into our Mitey focus). We will continue to use hero as the platform for communicating student progress to whānau. Exploring different ways of sharing learning may include digital images, art, stories, writing, self-evaluation, student voice, peer evaluation, oral reports/sharing to whānau.</li> </ul>

## Statement of variance: progress against targets

Salford School – Te Kura o Ngā Kāmano ā Salford  4014	What did we achieve in relation to goal and expected outcomes?  -What strategies are completed  -Progress and achievement made	Evidence	Meeting needs of ākonga 'at risk'	Reasons for Variance	Now What	
					Complete	2025
<p><b>Goal 1:</b></p> <p>To deliberately and actively support the positive social, emotional, mental health and well-being of all ākonga.</p>	<p><b>Expected Outcome:</b></p> <p>Ākonga and kaiako are able to express positive and challenging emotions and support others in managing these feelings appropriately.</p> <p><u>Strategies, Progress and Achievement:</u></p> <p>Development of language regarding emotions and feelings to increase vocabulary and range being expressed and described by tamariki</p> <p>Facilitator lead ongoing professional learning to guide and support staff in modelling and understanding the Mitey Mana Model and actioning this in all areas of the curriculum</p> <p>School wide curriculum plan for 2025 for embedded mental health teaching and learning</p>	<p>Conversation (eg restorative discussions and in class learning programmes)</p> <p>Information gathered through student voice strategies</p> <p>Observations in class and the playground</p> <p>Rongohia te Hau survey</p> <p>Teacher reflection</p>	<p>Use of external support when accessible, appropriate or available</p> <p>Utilising staff skill and expertise to support tamariki and kaiako</p> <p>Communication between home and school to build and maintain positive relationships and connection</p>	<p>First year of Mitey learning. Children able to focus on 'self' but need to develop and extend to 'others' appropriately.</p> <p>Ongoing learning for kaiako and wider staff for a collective language to then spread to whānau.</p> <p>Ongoing growth and progress to continue after just the first year of learning.</p>	<p>Ongoing – first year moves into second year of development and learning</p>	<p>Ongoing – Hauora Action Plan outlines steps and processes for growth</p>
<p><b>Goal 2:</b></p> <p>To create an inclusive learning place where connection and collaboration are explicit, allowing</p>	<p><b>Expected Outcome:</b></p> <p>Improved ākonga engagement and achievement in the New Zealand Curriculum for learners with special education needs (at risk learners)</p>	<p>Observations and counts of whānau attending events and opportunities</p> <p>Rongohia Te Hau Survey</p>	<p>Multifaceted points of connection eg post, email, school communication systems, phone</p>	<p>Access to PLD for staff and teacher aides at appropriate times</p>		<p>Ongoing</p>

Salford School – Te Kura o Ngā Kākano ā Salford  4014	What did we achieve in relation to goal and expected outcomes?  -What strategies are completed  -Progress and achievement made	Evidence	Meeting needs of ākonga ‘at risk’	Reasons for Variance	Now What	
					Complete	2025
all ākonga to achieve to their best potential.	<p><u>Strategies, Progress and Achievement:</u></p> <p>Fast and deliberate contact with home for ongoing absence.</p> <p>Learning support in the classroom working alongside the teachers for specific curriculum foci – writing</p> <p>Teacher aides trained in specific programmes and working 1:1 with urgency with targeted children</p> <p>ESOL teacher aide working with teachers and supporting in classrooms to identify specific needs of ESOL students for their withdrawal group sessions – following up class learning specifically</p> <p>Work with RTLB for review of Incredible Years Programme to assist with learning plans for targeted children</p> <p>Targeted children all received support in some form throughout the year to assist with their learning needs</p> <p>Teachers began using phonics / structured literacy strategies to assist with some at risk learners</p>	<p>Information gathered through student voice strategies</p> <p>Achievement data</p> <p>Attendance results</p>	<p>calls and face to face with whānau</p> <p>Learning support programmes provided within school</p> <p>Targeted use of teacher aides in classrooms and with specific programmes</p>	<p>and for specific purposes is not always possible</p> <p>Medical challenges for some tamariki with surgery and procedures adding to attendance interruptions</p> <p>General attendance inconsistency for targeted children</p> <p>Access to external support services is very limited for expertise, guidance etc</p> <p>Growing migrant families with limited, if any English language</p>	Ongoing	<p>-Literacy, Mathematics with statistics action plans outlines steps and processes for growth.</p> <p>-Attendance tracked and followed through in line with the Stepped Attendance Response expectations.</p> <p>-Communication strategies and methods to support migrant families and ESOL tamariki</p>

<b>Targeted At Risk Student Achievement Data</b>	<p><b>Targeted / At Risk Ākonga (Year 2 – 6) 2023 to the end of 2024</b></p> <table border="1"> <tr> <td>2023=36 Students-Reading</td> <td>2023=71 students -Writing</td> <td>2023=31 students - Maths</td> </tr> <tr> <td>2024 = 34 Students – Reading</td> <td>2024 = 63 students Writing</td> <td>2024 = 37 students Maths</td> </tr> <tr> <td>2024E = 39 students Reading</td> <td>2024E = 78 students Writing</td> <td>2024E = 36 students Maths</td> </tr> </table> <table border="1"> <tr> <td>2023 EOY Summary</td> <td>2024 mid-year Summary</td> <td>2024 end of year summary</td> </tr> <tr> <td>18 students at risk in all 3 areas</td> <td>23 students at risk in all 3 areas</td> <td>25 students at risk in all 3 areas</td> </tr> <tr> <td>20 students at risk in two areas</td> <td>19 students at risk in two areas</td> <td>19 students at risk in two areas</td> </tr> </table>	2023=36 Students-Reading	2023=71 students -Writing	2023=31 students - Maths	2024 = 34 Students – Reading	2024 = 63 students Writing	2024 = 37 students Maths	2024E = 39 students Reading	2024E = 78 students Writing	2024E = 36 students Maths	2023 EOY Summary	2024 mid-year Summary	2024 end of year summary	18 students at risk in all 3 areas	23 students at risk in all 3 areas	25 students at risk in all 3 areas	20 students at risk in two areas	19 students at risk in two areas	19 students at risk in two areas
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<b>Targeted At Risk Student Attendance</b>	<p><b>Targeted / At Risk Ākonga (Year 2 – 6) 2023 to the end of 2024</b></p> <table border="1"> <thead> <tr> <th>Year / Percentage of Attendance</th> <th>Less Than 80% Attendance</th> <th>80 – 89% Attendance</th> <th>Total At Risk</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>1</td> <td>13</td> <td></td> </tr> <tr> <td>2024 Mid-Year</td> <td>10 (10%)</td> <td>14 (20%)</td> <td>72 (67% with attendance of 90% and above. 48 ākonga))</td> </tr> <tr> <td>2024 End of Year</td> <td>5 (6%)</td> <td>16 (19%)</td> <td>84 (75% with attendance of 90% and above. 63 ākonga))</td> </tr> </tbody> </table>	Year / Percentage of Attendance	Less Than 80% Attendance	80 – 89% Attendance	Total At Risk	2023	1	13		2024 Mid-Year	10 (10%)	14 (20%)	72 (67% with attendance of 90% and above. 48 ākonga))	2024 End of Year	5 (6%)	16 (19%)	84 (75% with attendance of 90% and above. 63 ākonga))		
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# Salford School and The Tiriti o Waitangi 2024

## **1. What we are doing to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;**

Salford Staff have continued to implement New Zealand and local history into the learning and teaching programmes. Liaise with the local runaka around tikanga and Te Reo Māori when we can and as appropriate to ensure correct procedures, protocols etc are used.

We were gifted our Te Reo Māori name for the school this year after kaumatua provided four options for the community to choose from.

### *Te Kura o Ngā Kākano ā Salford*

Kaiako also created cultural enrichment planning to ensure goals are being met, integrated curriculum is supported, kupu and waiata maintained and all levels throughout the school catered for.

The site of Invercargill city today used to be part of a massive indigenous podocarp/swamp forest that was known by our ancestors as 'Taurakitewaru'. Thomson's Bush Reserve is a small remnant of the original Kahikatea dominated swamp native forest.

The name of our whareniui that stands at Murihiku Marae is 'Te Rakitauneki', who was a Kāti Mamoe chief in his time who had a pā or settlement along the southern bank of the Waihōpai River in the vicinity of Thomson's Bush.

The Waihōpai River was a rich source of food for the people in this area as well as an important access way with waka being paddled up and down the river to catch ika and harvest other kaimoana.

Hence the spiritual significance and ties to Thomson's Bush and the Waihōpai River.

### **Mātauranga Māori:**

Matariki purakāu and whetu learning associated with atua

- Hautapu ceremony for Matariki - kapahaka ākonga led this with all school whānau invited to attend and participate. Shared kai at the conclusion to enjoy together.
- Kapahaka powhiri at Te Toimairangi Marae (60+ children in attendance and whānau). Shared kai brought in by whānau to share with the tangata whenua after the powhiri.

Approximately 40 ākonga stayed overnight for noho at Te Toimairangi Marae, learning about the marae and experiencing noho in this setting while practicing for Polyfest. Following tikanga of the marae.

Kapahaka incorporated karakia and traditional games as well as following expectation for kapahaka.

Whānau afternoon session making four part plaits for poi (and poi making). Tikanga for poi discussed, shared and reinforced from then on.

### **Cultural Enrichment**

Our cultural enrichment programme has continued to run on Thursday afternoons. Kapa Haka is running during this time for students who wish to take part, the rest of school are involved in cultural enrichment. Through discussions with ākonga in kapa haka we were able

to determine the best steps to take for them to include cultural enrichment in kapahaka time. Kaiako also created cultural enrichment planning to ensure goals are being met, integrated curriculum is supported, kupu and waiata maintained and all levels throughout the school catered for.

### **Whanau engagement**

Whanau commitment to our hui fluctuates every year. If we are not getting numbers attending our planned whanau hui we still have opportunities through Kapa Haka gatherings and other Kaupapa Māori events.

## **2. Steps we are taking to make instruction available in tikanga Māori and te reo Māori**

Kaiako are using more te reo in the classroom with their students. They have acknowledged using te reo Māori in class is 'easy', but they can easily lose confidence with other adults in the room. Staff are requesting some PD on Te Reo Māori which one of our board members is happy to offer at a suitable time for everyone.

PLD through Poutama Pounamu has continued. Cultural enrichment has been a way to support staff in developing their knowledge, confidence and use of kupu. We have reviewed our determining shifts in teacher practice, te reo Māori inclusion and classroom environments through Ronghia te Hau observations and surveys involving all staff, whanau and Year 4-6 akonga.

We were able to hold our first Hautapu during Matariki which was organised alongside whanau and staff. Great experience for all whanau, Kaiako and akonga who attended. Activities throughout the day supported the learning from the morning ceremony.

We were given four names by the Local Kaumatua and Kuia. Each name related to the whakapapa of the surrounding area to seek community input in to Salford Schools belonging and purpose to this place.

### **You must include progress that your school has made towards making instruction available in tikanga and te reo Māori.**

The School staff are implementing more Te Reo Māori in their teaching programmes. Our Board and Staff are working together to put in place the appropriate programmes and people to support the staff.

### **Achieving equitable outcomes for Māori students.**

The school regularly monitor the effectiveness of classroom teaching programmes so that any necessary changes can be made to meet the needs of all our learners, culturally, emotionally, physically and spiritually.

## Statement of compliance with employment policy

*Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).*

*Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.*

*Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.*

*The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.*

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

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	Yes
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	When employing new staff, Salford have a selection panel, and aim to focus on the skills of the applicant as our main priority.
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>– <b>The aims and aspirations of Māori,</b></li> <li>– <b>The employment requirements of Māori, and</b></li> <li>– <b>Greater involvement of Māori in the Education service?</b></li> </ul>	Salford treats all staff with respect in relation to their culture, religion or any aspect they value. Salford recognises aspirations of all staff, and through our Te Tiriti O Waitangi Policy (which is under review), we recognise the importance of supporting our Māori Kaiako in their development.
<b>How have you enhanced the abilities of individual employees?</b>	Provide training and development opportunities, both initiated by the employer and the employee.
<b>How are you recognising the employment requirements of women?</b>	We offer flexible working arrangements, supporting all genders.
<b>How are you recognising the employment requirements of persons with disabilities?</b>	We work with the employee to help understand their needs and requirements, and make adjustments where applicable to support their working environment.

Good employer policies should include provisions 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
<b>Do you operate an EEO programme/policy?</b>	Yes	
<b>Has this policy or programme been made available to staff?</b>	Yes	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	Yes	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	Being reviewed by principal.	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	Yes	
<b>Does your EEO programme/policy set priorities and objectives?</b>	Yes	

## Kiwisport funding 2024

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.

All Students at Salford School participated in organised sport during 2024 in a variety of forms

- Jack Hilton – Cricket Development Office in for Cricket Coaching
- Southland Sharks Basketball – working with Senior students with miniball skills
- JHC Students – worked with students coaching senior students
- HPE Curriculum provided for cooperative games, using run, jump, and throw skills using games such as invasion / tag / playground target games.
- Jumping Rope skills supporting Heart foundation.

To support this above programmes, equipment was bought  
School Rep sports included Zone and Southland Athletics, Southland School Primary Cross-country, Southland Primary Schools Swimming Champs, Jump Jam, Gym fest, Netty Netball, Southland Primary Miniball Championships and the Annual Inter-Schools Tri-School Tournament between Waihopai and Windsor North.

Individual sporting codes also offered sporting opportunities also included students in the year 1 / 2 level, as a number of sports only offer this to students in Year 3 and up.

Sports students have entered during 2024:

- Athletics
- Cross Country
- Futsal
- Cricket
- Touch
- Touch Smash
- Rippa Rugby
- Touch Tag
- Top Bikes
- Swimming
- Table Tennis
- Netball – Year 5/6 – 7 aside
- Netball – Future Ferns Programme – year 1 / 2 and Year 3 / 6 6 aside tournament.
- Nettie Festival
- Fern Fun Fever Event
- Miniball
- Miniball Festival
- Golf
- Hockey
- Whack n Run

**In 2024** the school received Kiwi sport funding of **\$ 4,214.04**

The funding was spent on:

Sports activities representing the school	0.00
Transport to Athletics venues and marking for field for Athletics events	3,555.00
PE Consumables and Programmes	166.96
Replacement sports equipment for classroom/student use	430.00
Additional Management hours	500.00
<b>Total expenditure</b>	<b>4,651.96</b>

Salford continues to have two staff members involved with sport management

1 x Office – All external sporting opportunities.

1 x Teacher – Internal organisation of regional and interschool sporting activities.

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Salford School (the School). The Auditor-General has appointed me, Anna Campbell, 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 19, 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 the 16<sup>th</sup> of June 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 of the Members of the Board, Statement of Variance, Evaluation of the School's Student's Progress and Achievements, Report on How the School has Given Effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, and KiwiSport Report, 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.



Anna Campbell  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Invercargill, New Zealand