

OHAKUNE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

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Accountant / Service Provider:

Education Services.
Dedicated to your school

OHAKUNE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Ohakune 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.

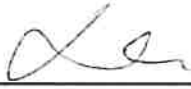
The School's 2024 financial statements are authorised for issue by the Board.

Sarah Georgina Drinkwater
Full Name of Presiding Member


Signature of Presiding Member

27/05/2025
Date:

Lisa Karen Clark
Full Name of Principal


Signature of Principal

27/05/2025
Date:

Ohakune School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,549,172	2,836,959	3,528,362
Locally Raised Funds	3	134,026	60,500	105,377
Interest		22,805	-	26,529
Total Revenue		3,706,003	2,897,459	3,660,268
Expense				
Locally Raised Funds	3	130,469	49,100	110,960
Learning Resources	4	2,438,693	2,290,129	2,469,237
Administration	5	470,488	196,000	481,410
Interest		3,423	1,184	2,214
Property	6	603,995	462,919	428,866
Loss on Disposal of Property, Plant and Equipment		-	-	6,553
Total Expense		3,647,068	2,999,332	3,499,240
Net Surplus / (Deficit) for the year		58,935	(101,873)	161,028
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		58,935	(101,873)	161,028

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



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

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,121,502	798,376	905,423
Total comprehensive revenue and expense for the year		58,935	(101,873)	161,028
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	55,051
Equity at 31 December		1,180,437	696,503	1,121,502
Accumulated comprehensive revenue and expense		1,180,437	696,503	1,121,502
Equity at 31 December		1,180,437	696,503	1,121,502

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.



Ohakune School
Statement of Financial Position
As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	654,649	342,445	930,751
Accounts Receivable	8	207,219	158,893	196,548
GST Receivable		45,847	-	27,205
Prepayments		15,716	13,841	16,734
Inventories	9	21,217	20,429	17,319
Funds Receivable for Capital Works Projects	16	178,726	-	15,477
		1,123,374	535,608	1,204,034
Current Liabilities				
GST Payable		-	10,466	-
Accounts Payable	11	285,444	252,529	216,241
Revenue Received in Advance	12	16,968	7,135	15,958
Provision for Cyclical Maintenance	13	61,930	-	44,917
Finance Lease Liability	14	21,363	14,351	14,003
Funds held in Trust	15	18,183	-	8,824
Funds held for Capital Works Projects	16	157,340	-	323,317
		561,228	284,481	623,260
Working Capital Surplus/(Deficit)		562,146	251,127	580,774
Non-current Assets				
Property, Plant and Equipment	10	700,736	659,502	608,617
		700,736	659,502	608,617
Non-current Liabilities				
Provision for Cyclical Maintenance	13	53,001	193,416	56,112
Finance Lease Liability	14	29,444	20,710	11,777
		82,445	214,126	67,889
Net Assets		1,180,437	696,503	1,121,502
Equity		1,180,437	696,503	1,121,502

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



Ohakune School Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,225,324	799,952	1,219,498
Locally Raised Funds		137,793	60,500	110,703
Goods and Services Tax (net)		(18,642)	-	(37,671)
Payments to Employees		(744,030)	(594,305)	(647,041)
Payments to Suppliers		(499,434)	(602,445)	(532,844)
Interest Paid		(3,423)	(1,184)	(2,214)
Interest Received		32,880	-	16,454
Net cash from/(to) Operating Activities		130,468	(337,482)	126,885
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	5,359
Purchase of Property Plant & Equipment (and Intangibles)		(116,491)	(101,000)	(86,494)
Net cash from/(to) Investing Activities		(116,491)	(101,000)	(81,135)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	55,051
Finance Lease Payments		(18,371)	(40,484)	(10,915)
Funds Administered on Behalf of Other Parties		(271,708)	-	19,454
Net cash from/(to) Financing Activities		(290,079)	(40,484)	63,590
Net increase/(decrease) in cash and cash equivalents		(276,102)	(478,966)	109,340
Cash and cash equivalents at the beginning of the year	7	930,751	821,411	821,411
Cash and cash equivalents at the end of the year	7	654,649	342,445	930,751

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.



Ohakune School Notes to the Financial Statements For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Ohakune School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

Property, plant and equipment 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	20-50 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.



t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	907,760	772,616	909,784
Teachers' Salaries Grants	1,881,543	1,756,424	1,965,637
Use of Land and Buildings Grants	430,066	287,919	317,364
Ka Ora, Ka Ako - Healthy School Lunches Programme	308,883	-	312,432
Other Government Grants	20,920	20,000	23,145
	3,549,172	2,836,959	3,528,362

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	18,515	3,500	22,186
Fees for Extra Curricular Activities	49,091	5,000	28,588
Trading	15,330	-	13,386
Fundraising and Community Grants	9,290	2,000	7,868
Other Revenue	41,800	50,000	33,349
	134,026	60,500	105,377
Expense			
Extra Curricular Activities Costs	67,134	19,000	38,032
Trading	22,196	-	19,274
Fundraising and Community Grant Costs	7,643	-	4,800
Other Locally Raised Funds Expenditure	33,496	30,100	48,854
	130,469	49,100	110,960
	3,557	11,400	(5,583)

Surplus/(Deficit) for the year Locally Raised Funds

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	44,415	50,500	63,303
Employee Benefits - Salaries	2,296,994	2,163,629	2,329,741
Staff Development	25,230	24,000	24,391
Depreciation	72,054	52,000	51,802
	2,438,693	2,290,129	2,469,237

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,982	5,500	5,550
Board Fees and Expenses	9,463	9,700	8,131
Operating Leases	8,037	-	6,363
Other Administration Expenses	60,856	67,700	54,692
Employee Benefits - Salaries	107,864	100,100	99,346
Service Providers, Contractors and Consultancy	13,140	13,000	13,140
Ka Ora, Ka Ako - Healthy School Lunch Programme	262,146	-	294,188
	470,488	196,000	481,410



6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	13,902	23,000	(46,971)
Heat, Light and Water	32,968	28,000	28,195
Rates	4,243	4,500	4,204
Repairs and Maintenance	20,939	13,200	21,296
Use of Land and Buildings	430,066	287,919	317,364
Employee Benefits - Salaries	84,915	87,000	86,271
Other Property Expenses	16,962	19,300	18,507
	<u>603,995</u>	<u>462,919</u>	<u>428,866</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	654,649	342,445	930,751
Cash and cash equivalents for Statement of Cash Flows	<u>654,649</u>	<u>342,445</u>	<u>930,751</u>

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

Of the \$654,649 Cash and Cash Equivalents, \$157,340 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$654,649 Cash and Cash Equivalents, \$16,968 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	9,739	1,500	645
Receivables from the Ministry of Education	3,111	-	10,648
Interest Receivable	-	-	10,075
Teacher Salaries Grant Receivable	194,369	157,393	175,180
	<u>207,219</u>	<u>158,893</u>	<u>196,548</u>
Receivables from Exchange Transactions	9,739	1,500	10,720
Receivables from Non-Exchange Transactions	197,480	157,393	185,828
	<u>207,219</u>	<u>158,893</u>	<u>196,548</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Uniforms	21,217	20,429	17,319
	<u>21,217</u>	<u>20,429</u>	<u>17,319</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	85,800	-	-	-	-	85,800
Building Improvements	353,449	23,377	-	-	(11,868)	364,958
Furniture and Equipment	126,413	91,772	-	-	(32,681)	185,504
Information and Communication Technology	12,437	1,178	-	-	(6,198)	7,417
Leased Assets	25,226	47,681	-	-	(20,635)	52,272
Library Resources	5,292	165	-	-	(672)	4,785
	608,617	164,173	-	-	(72,054)	700,736

The net carrying value of equipment held under a finance lease is \$52,272 (2023: \$25,226)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	85,800	-	85,800	85,800	-	85,800
Building Improvements	610,419	(245,461)	364,958	587,041	(233,592)	353,449
Furniture and Equipment	486,071	(300,567)	185,504	385,839	(259,426)	126,413
Information and Communication Technology	151,096	(143,679)	7,417	149,918	(137,481)	12,437
Leased Assets	86,302	(34,030)	52,272	48,811	(23,585)	25,226
Library Resources	51,064	(46,279)	4,785	50,899	(45,607)	5,292
	1,470,752	(770,016)	700,736	1,308,308	(699,691)	608,617

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	72,378	83,502	17,907
Accruals	8,800	3,592	3,700
Employee Entitlements - Salaries	194,369	157,393	185,828
Employee Entitlements - Leave Accrual	9,897	8,042	8,806
	285,444	252,529	216,241
Payables for Exchange Transactions	285,444	252,529	216,241
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	285,444	252,529	216,241

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue Received in Advance	16,968	7,135	11,261
Ministry of Education Grants in Advance	-	-	4,697
	16,968	7,135	15,958



13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	101,029	170,416	148,000
Increase to the Provision During the Year	12,478	23,000	12,198
Use of the Provision During the Year	-	-	-
Other Adjustments	1,424	-	(59,169)
Provision at the End of the Year	<u>114,931</u>	<u>193,416</u>	<u>101,029</u>
Cyclical Maintenance - Current	61,930	-	44,917
Cyclical Maintenance - Non current	53,001	193,416	56,112
	<u>114,931</u>	<u>193,416</u>	<u>101,029</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	24,633	14,351	15,423
Later than One Year and no Later than Five Years	32,059	20,710	12,448
Future Finance Charges	(5,885)	-	(2,091)
	<u>50,807</u>	<u>35,061</u>	<u>25,780</u>
Represented by			
Finance lease liability - Current	21,363	14,351	14,003
Finance lease liability - Non current	29,444	20,710	11,777
	<u>50,807</u>	<u>35,061</u>	<u>25,780</u>

15. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	18,183	-	8,824
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>18,183</u>	<u>-</u>	<u>8,824</u>

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



16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
SIP - Staffroom Refurb	220676	61,342	-	(74,648)	-	(13,306)
LSPM Site: Fencing	229999	(15,477)	-	-	-	(15,477)
Accessible Bathrooms	229125	9,012	-	(84,951)	-	(75,939)
Block 1 - Roof Remediation	243320	2,900	-	(2,900)	-	-
Block 3 - ILE Refurbishment	242395	206,684	-	(101,083)	-	105,601
Learning Support Coordinator Space	220128	43,379	-	(58,098)	-	(14,719)
Block 3: Apline School - Double Glazing	227524	-	115,628	(85,971)	-	29,657
Teacher Workroom Block 1	247427	-	62,494	(88,920)	-	(26,426)
Toilet Refurbishment		-	-	(23,439)	-	(23,439)
Block 2 ILE upgrade & Refurbishment	214290	-	25,973	(3,891)	-	22,082
Drainage - Front of Admin	246438	-	35,105	(35,650)	-	(545)
Blk 1 Toilet Refurbishments		-	-	(8,875)	-	(8,875)
Totals		307,840	239,200	(568,426)	-	(21,386)

Represented by:

Funds Held on Behalf of the Ministry of Education	157,340
Funds Receivable from the Ministry of Education	(178,726)

2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
Block 1 Alterations		3,786	(3,786)	-	-	-
Radiators to Corridor	227521	(3,234)	6,234	(3,000)	-	-
AMS/Block 1 - ILE	214289	15,712	14,830	(30,542)	-	-
Toilet Refurbishment	216387	3,625	3,875	(7,500)	-	-
SIP - Staffroom Refurb	220676	156,949	141,847	(237,454)	-	61,342
LSPM Site: Fencing	229999	(13,195)	-	(2,282)	-	(15,477)
Masterkey Hardware System	236595	(1,862)	4,206	(2,344)	-	-
Accessible Bathrooms	229125	75,628	42,973	(109,589)	-	9,012
Block 1 - Roof Remediation	243320	-	9,460	(6,560)	-	2,900
Block 3 - ILE Refurbishment	242395	-	206,684	-	-	206,684
Learning Support Coordinator Space	220128	-	43,379	-	-	43,379
Totals		237,409	469,702	(399,271)	-	307,840

Represented by:

Funds Held on Behalf of the Ministry of Education	323,317
Funds Receivable from the Ministry of Education	(15,477)

17. Related Party Transactions

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

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



18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,130	2,890
<i>Leadership Team</i>		
Remuneration	854,725	1,277,572
Full-time equivalent members	7.80	12.00
Total key management personnel remuneration	<u>857,855</u>	<u>1,280,462</u>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that met 8 and 8 times 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 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	4.00	3.00
110 - 120	1.00	1.00
130 - 140	0.00	1.00
	<u>5.00</u>	<u>5.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

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



20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$354,392 (2023: \$542,289) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
SIP - Staffroom Refurb	38,693
LSPM Site: Fencing	18,523
Accessible Bathrooms	16,042
Block 3 - ILE Refurbishment	146,700
Learning Support Coordinator Space	-920
Block 3: Apline School - Double Glazing	71,504
Teacher Workroom Block 1	32,398
Drainage - Front of Admin	7,800
Block 1 - Roof Remediation	1,570
Block 2 ILE upgrade & Refurbishment	22,082
Total	354,392

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

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



22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	654,649	342,445	930,751
Receivables	207,219	158,893	196,548
Total financial assets measured at amortised cost	<u>861,868</u>	<u>501,338</u>	<u>1,127,299</u>

Financial liabilities measured at amortised cost

Payables	285,444	252,529	216,241
Finance Leases	50,807	35,061	25,780
Total financial liabilities measured at amortised cost	<u>336,251</u>	<u>287,590</u>	<u>242,021</u>

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OHAKUNE SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Ohakune School (the School). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 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:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 27 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 24 to 31, 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.



David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Ohakune School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Willie Aitken	Presiding Member	Elected	Sep 2025
Lisa Clark	Principal	ex Officio	
Simon Barlow	Parent Representative	Co-opted	May 2024
Sarah Drinkwater	Parent Representative	Elected	Sep 2025
Mel Pakai- Evans	Parent Representative	Elected	Nov 2024
Dean Sherrit	Parent Representative	Appointed	Sep 2025
Rachael Gilbert	Parent Representative	Appointed	Sep 2025
Donna Summerhays	Staff Representative	Appointed	Dec 2024
Laura Baker	Staff Representative	Elected	Sep 2025

Ohakune School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$4,096 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Ohakune School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Statement of variance: progress against targets

Strategic Goals



Growing Great People

"We engage in learning that is meaningful to us and helps us in our lives. We can build and navigate knowledge, using our heads and our hearts."

This means we honour our commitment to Te Tiriti o Waitangi and its principles. We provide fair and equitable educational opportunities that ensure positive outcomes for Māori and for all learners.



Developing Curriculum

"We want our learners to be courageous by taking risks in their learning and be curious about their next steps in learning."

Our curriculum will ensure our learners enjoy a curriculum rich in local learning opportunities and experiences whilst keeping literacy and numeracy as foundational. Our learners are catered for according to their needs to achieve their potential. Teaching is based on current pedagogy, ensuring authentic and equitable learning opportunities.

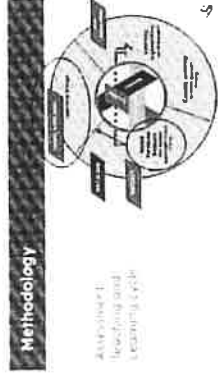


Preparing for the Future

"We want our learners to be equipped socially, mentally, academically and culturally."

Students are prepared for the future, enabling them to gain the skills necessary for the world they will live in, ensuring our classrooms reflect our values and supportive behaviours.

Annual Target/Goal	80 % of our learners will be at or above their curriculum level by the end 2024 for Reading, Writing and Maths To increase attendance to 90% or above schoolwide		Reasons for variance in relation to achieving the goal																		
Actions Taken	What have we done?	How do we know? (Evidence)	Reasons for variance in relation to achieving the goal																		
<p>Reading, Writing and Maths were focus areas for classroom teachers depending on the priority learner needs.</p> <ul style="list-style-type: none"> Reviewed school wide end of year data with BOT, senior leadership and staff. Teachers analyse their class data and create classroom descriptions for all learners in their class focusing on their priority learner identification. We looked at all school wide data - priority learner groups and early identification of learners requiring additional tier 2 support utilising the support of the LSC. Implementation and embedding of structured literacy using the iDeal platform across the school. This has been a self 	<p>End of 2023 End of 2024 (at or above curriculum level)</p> <p>Reading</p> <table border="1"> <tr> <td>All</td> <td>79%</td> <td>77%</td> </tr> <tr> <td>Maori</td> <td>69%</td> <td>68%</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>All</td> <td>77%</td> <td>72%</td> </tr> <tr> <td>Maori</td> <td>60%</td> <td>58%</td> </tr> </table> <p>Maths</p> <table border="1"> <tr> <td>All</td> <td>79%</td> <td>77%</td> </tr> <tr> <td>Maori</td> <td>71%</td> <td>65%</td> </tr> </table> <p>We have had some positive shifts this year however this is not easily reflected in our data comparison and analysis from the end of 2023 as we have enrolled learners from other schools that were tracking below.</p> <p>Our Year 8 leavers on leaving showed achievement of 84% at or above in Reading and 81% at or above in Writing and 92% at or above in Maths</p>	All	79%	77%	Maori	69%	68%	All	77%	72%	Maori	60%	58%	All	79%	77%	Maori	71%	65%	<p>The main focus for 2024 was again on the Relationship First work we had started back in 2020 with the PLD focused on teacher pedagogy through all curriculum areas. Some of our momentum dropped off in Term 2-3 as our Principal and Deputy Principal were on sabbatical and leave in consecutive terms.</p> <p>The goal has been for teachers to be able to look at what they need to change in their practice to support all tamariki. It is then we have seen the biggest shift. The biggest shift has been in agentic thinking removing deficit thinking and what it is that we can make a difference within our time at school for our learners.</p> <p>We also implemented a Structured Literacy approach in which our teachers responded</p>	<p>A continuation of embedding of iDeal as our schoolwide Structured Literacy approach with all staff involved in this researched method including upskilling of Learning Assistants.</p> <p>School Talk will be implemented school wide and this is a platform for gap analysis and assessment, teaching and learning cycles (ATL). All teachers will be using this tool proficiently by the end of 2025 as the juniors have just started this year. Again in 2024 this was funded by the school's operation grant as we were declined by the Ministry of Education for funding for this Rich Records of Learning project. Ensuring we are using the tool as an effective use for formative assessment.</p>
All	79%	77%																			
Maori	69%	68%																			
All	77%	72%																			
Maori	60%	58%																			
All	79%	77%																			
Maori	71%	65%																			



<p>directed PLD facilitated by Principal and DP previously.</p> <ul style="list-style-type: none"> • Early identification of learners in the early years to monitor those tracking below or well below and making sure the appropriate supports are put in place early on through analysis of class descriptions. Learning assistants supporting classes as required are heavily supported by the board • Interventions have been run in the classes where learners require extra support depending on the needs. This depends on the class programme. • Referrals for additional support made straight away through SENCO and through to LSC if required. • Moderation across teams to support OTJs midyear and end of year • Te Kete Hono (School Talk) utilised as a progress and gap analysis tool to support assessment and sound OTJs as there were some 	<p>We are very pleased with this. Maori Males also have made progress in all curriculum areas.</p> <p>We have learners who had been tracking below expectations upon entry into our school - We had also seen an increased enrolment from ECE and Kohanga or no ECE. We have seen a higher intensity of neuro diverse learners and this seems to be increasing. Our goal was for 80% of learners to be at or above by the end of the year in Reading, Writing and Maths however if they are arriving without the basics they are already falling behind.</p> <p>Our Maori boys have made good progress which we will build on into 2025. We also had a group of learners who were new to the school that have impacted the data set. In the future we would not include these learners nor those who have special needs as they have their own IEPs.</p> <p>Mid year data showed improvement in all areas across the school based on the curriculum level in the NZC</p>	<p>well to changing the way they taught Reading. This has been impactful learning and embedded this into 2024 through the iDeal platform schoolwide. As we further embed this in 2025 we will see more positive shifts for all of our learners.</p> <p>We included all learners in our data, including those who have been at school less than a year; however, any learners with specialist interventions or IEPs in the data moving into 2025 will not be included. These learners will make progress related to their identified areas in their own IEPs.</p> <p>There have been pockets of learners across the school which have shifted well but we will review our assessment practices especially those not fit for purpose. With rapid changes in the NZC we will be changing up our planning and assessment aligned with the government priorities and changes of Structured Reading and Maths.</p>	<p>Implementation of the new curriculum Te Mātaiao in Maths and English.</p> <p>Continued use of Taonga books schoolwide to simplify what assessment we are using and ensure that assessments used are fit for purpose.</p> <p>Cool Schools - ensure all staff have training and understanding.</p> <p>Applications for ALL and ALIM to ensure Interventions will continue to focus around the needs of priority learners and close monitoring will occur in the below band to shift learners to make accelerated progress.</p> <p>Context for writing will make clear links to real life situations and writing purposefully. - PLD is in the future planning through RTLit.</p>
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discrepancies in the year data. Our junior school started using this in 2024.

including an emphasis on Science and being an Enviro-school.

The focus has continued on the learning progressions and making sure moderation is occurring to gain a more accurate overall curriculum judgement. This has been an area of improvement and success for 2024.

Continue the PLD around Relationship First work and pedagogical thinking and developing reflective teacher practice. Impact coaching to continue.

Board support through additional support staff funding to enable teachers aides to be upskilled and trained in relevant programmes.

Attendance

As part of our Guiding Coalition for Relationship First attendance data has been gathered in two termly snapshots (Week 4 and 8) to identify learners are at risk. These are analysed for patterns and reasoning for any absence.

We are using the AREA model which is broken into the following areas:

- Attendance
- Retention
- Engagement
- Achievement

Data analysis and having the regular snapshot of attendance in Week 4 and 8 has helped us to be able to track our learners who were not attending regularly. Looking at trends for where attendance may be higher. Attendance schoolwide was again 85% across 2024.

We have developed an attendance strategy to roll out into 2025.

Attendance Annual Action Pla...

We also increase the communication with families about the importance of attendance and at the end of term celebration assemblies acknowledgment of improvement of attendance and those attending the term 80% or more.



2024 Te Tiriti o Waitangi (Treaty of Waitangi)

Our school has a high aspiration for every student encouraging them to participate and engage with all students and their whanau in all aspects of school life

Ohakune Primary School has given effect to the Tiriti of Waitangi in 2025 by making sure the plans, policies and local curriculum reflect local tikanga Maori, Maturanga Maori and te ao Maori. Our aims being:

- To have equitable outcomes for Maori students by providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi
- To invest in partnerships with the local Maori community seeking guidance that will help to better meet the needs of Maori
- To consult with the Maori community during the process and delivery of the Charter/Strategic Plan
- To support teachers to build their teaching capability, knowledge and skills in Te Reo Maori and Tikanga Maori
- To provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching.

