

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Aria School (the School). The Auditor-General has appointed me, Marilyn Castillo, using the staff and resources of Owen McLeod & Co 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 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 11 April 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.

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- 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 Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Report on how the school has given effect to Te Tiriti o Waitangi, cover page and index page, 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.



Marilyn Castillo
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

ARIA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1687

Principal: Pamela Voyce

School Address: Barclay Road, Aria

School Postal Address: Barclay Road RD 1, Aria, 3979

School Phone: 07 877 7857

School Email: office@aria.school.nz

Accountant / Service Provider:

Education  Services.
Dedicated to your school

ARIA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Report on how the School has given effect to Te Tiriti o Waitangi

Aria 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.

Natasha Cave
Full Name of Presiding Member

NCave
Signature of Presiding Member

11 APR 2025
Date:

Pamela Voyce
Full Name of Principal

PNoyce
Signature of Principal

11 APR 2025
Date:

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

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	683,404	538,099	573,742
Locally Raised Funds	3	67,487	46,780	80,730
Interest		6,020	2,000	5,071
Gain on Sale of Property, Plant and Equipment		-	-	33
Total Revenue		756,911	586,879	659,576
Expense				
Locally Raised Funds	3	14,214	9,500	9,394
Learning Resources	4	483,359	387,364	408,963
Administration	5	81,368	74,350	72,230
Interest		422	422	664
Property	6	146,697	133,912	168,834
Other Expenses	7	9,645	8,000	9,242
Total Expense		735,705	613,548	669,327
Net Surplus / (Deficit) for the year		21,206	(26,669)	(9,751)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		21,206	(26,669)	(9,751)

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



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

	2024	2024	2023
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	233,233	190,747	237,674
Total comprehensive revenue and expense for the year	21,206	(26,669)	(9,751)
Contributions from the Ministry of Education - MOE School House Land	-	-	577
Contributions from the Ministry of Education - Furniture and Equipment Grant	-	-	4,733
Equity at 31 December	254,439	164,078	233,233
Accumulated comprehensive revenue and expense	254,439	164,078	233,233
Equity at 31 December	254,439	164,078	233,233

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.



Aria School
Statement of Financial Position
As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	60,540	28,927	116,539
Accounts Receivable	9	45,597	18,768	27,064
GST Receivable		9,416	3,307	1,108
Prepayments		3,887	2,901	1,797
Inventories	10	17,116	3,931	15,558
Investments	11	40,048	36,937	36,937
Funds Receivable for Capital Works Projects	17	-	-	1,950
		<u>176,604</u>	<u>94,771</u>	<u>200,953</u>
Current Liabilities				
Accounts Payable	13	42,130	46,745	39,956
Revenue Received in Advance	14	1,785	819	2,502
Provision for Cyclical Maintenance	15	-	-	63,996
Finance Lease Liability	16	3,355	3,554	3,796
Funds held on behalf of Across Schools Teacher Cluster	18	4,748	-	-
		<u>52,018</u>	<u>51,118</u>	<u>110,250</u>
Working Capital Surplus/(Deficit)		<u>124,586</u>	<u>43,653</u>	<u>90,703</u>
Non-current Assets				
Property, Plant and Equipment	12	131,370	129,092	147,402
		<u>131,370</u>	<u>129,092</u>	<u>147,402</u>
Non-current Liabilities				
Finance Lease Liability	16	1,517	8,667	4,872
		<u>1,517</u>	<u>8,667</u>	<u>4,872</u>
Net Assets		<u>254,439</u>	<u>164,078</u>	<u>233,233</u>
Equity		<u>254,439</u>	<u>164,078</u>	<u>233,233</u>

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



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

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		242,750	196,561	189,917
Locally Raised Funds		63,380	46,780	68,161
Goods and Services Tax (net)		(8,308)	-	2,199
Payments to Employees		(167,455)	(129,132)	(137,952)
Payments to Suppliers		(186,418)	(178,847)	(114,891)
Interest Paid		(422)	(422)	(664)
Interest Received		6,869	2,000	3,008
Net cash from/(to) Operating Activities		(49,604)	(63,060)	9,778
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	550
Purchase of Property Plant & Equipment (and Intangibles)		(7,368)	(5,500)	(12,199)
Purchase of Investments		(3,111)	-	-
Net cash from/(to) Investing Activities		(10,479)	(5,500)	(11,649)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,733
Contributions from Ministry of Education		-	-	577
Finance Lease Payments		(2,614)	(20,072)	(2,509)
Funds Administered on Behalf of Other Parties		6,698	-	(1,950)
Net cash from/(to) Financing Activities		4,084	(20,072)	851
Net increase/(decrease) in cash and cash equivalents		(55,999)	(88,632)	(1,020)
Cash and cash equivalents at the beginning of the year	8	116,539	117,559	117,559
Cash and cash equivalents at the end of the year	8	60,540	28,927	116,539

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.



Aria School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	4-5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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



t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	255,403	197,934	198,735
Teachers' Salaries Grants	329,826	261,657	281,986
Use of Land and Buildings Grants	98,175	78,508	93,021
	683,404	538,099	573,742

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	10,995	6,000	19,782
Fees for Extra Curricular Activities	10,109	3,330	6,781
Trading	12,633	9,000	8,376
Fundraising and Community Grants	21,750	16,750	23,970
Other Revenue	-	-	10,121
School House	12,000	11,700	11,700
	67,487	46,780	80,730
Expense			
Extra Curricular Activities Costs	4,431	-	4,090
Trading	6,314	7,000	2,128
Fundraising and Community Grant Costs	1,131	-	1,398
School House	2,338	2,500	1,778
	14,214	9,500	9,394
Surplus for the year Locally Raised Funds	53,273	37,280	71,336

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	25,759	25,920	22,622
Employee Benefits - Salaries	428,623	332,089	358,448
Staff Development	5,183	3,500	2,582
Depreciation	22,852	22,555	22,337
Other Learning Resources	111	300	225
Ict	831	3,000	2,749
	483,359	387,364	408,963



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	5,920	5,300	5,141
Board Fees and Expenses	4,296	4,500	4,366
Other Administration Expenses	15,473	18,550	11,750
Employee Benefits - Salaries	49,228	40,500	44,931
Insurance	691	-	522
Service Providers, Contractors and Consultancy	5,760	5,500	5,520
	81,368	74,350	72,230

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	399	4,784	20,925
Heat, Light and Water Rates	4,954	10,000	10,132
Repairs and Maintenance	211	270	264
Use of Land and Buildings	21,097	20,350	25,517
Employee Benefits - Salaries	98,175	78,508	93,021
Other Property Expenses	20,038	18,200	16,330
	1,823	1,800	2,645
	146,697	133,912	168,834

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. Other Expenses

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Transport	9,645	8,000	9,242
	9,645	8,000	9,242

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	60,540	28,927	116,539
Cash and cash equivalents for Statement of Cash Flows	60,540	28,927	116,539

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

Of the \$60,540 Cash and Cash Equivalents, \$1,785 of Revenue Received in Advance is held by the school, as disclosed in note 14.



9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	5,176	47	1,150
Receivables from the Ministry of Education	9,460	-	-
Interest Receivable	1,508	294	2,357
Teacher Salaries Grant Receivable	29,453	18,427	23,557
	<u>45,597</u>	<u>18,768</u>	<u>27,064</u>
Receivables from Exchange Transactions	6,684	341	3,507
Receivables from Non-Exchange Transactions	38,913	18,427	23,557
	<u>45,597</u>	<u>18,768</u>	<u>27,064</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,122	371	293
Uniforms	2,707	851	430
Canteen	487	349	285
Livestock	12,800	2,360	14,550
	<u>17,116</u>	<u>3,931</u>	<u>15,558</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset Short-term Bank Deposits	40,048	36,937	36,937
Total Investments	<u>40,048</u>	<u>36,937</u>	<u>36,937</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2024						
Board-owned Buildings	51,738	-	-	-	(2,176)	49,562
Building Improvements	48,110	1,025	-	-	(3,092)	46,043
Furniture and Equipment	23,083	-	-	-	(7,768)	15,315
Information and Communication Technology	10,999	5,356	-	-	(5,051)	11,304
Motor Vehicles	3,963	-	-	-	(885)	3,078
Leased Assets	5,281	-	-	-	(2,744)	2,537
Library Resources	4,228	439	-	-	(1,136)	3,531
	<u>147,402</u>	<u>6,820</u>	<u>-</u>	<u>-</u>	<u>(22,852)</u>	<u>131,370</u>

The net carrying value of equipment held under a finance lease is \$2,537 (2023: \$5,281)

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
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	87,058	(37,496)	49,562	87,058	(35,320)	51,738
Building Improvements	124,610	(78,567)	46,043	123,585	(75,475)	48,110
Furniture and Equipment	161,683	(146,368)	15,315	161,683	(138,600)	23,083
Information and Communication Technology	63,849	(52,545)	11,304	58,493	(47,494)	10,999
Motor Vehicles	4,426	(1,348)	3,078	4,426	(463)	3,963
Leased Assets	10,400	(7,863)	2,537	10,400	(5,119)	5,281
Library Resources	42,299	(38,768)	3,531	41,860	(37,632)	4,228
	<u>494,325</u>	<u>(362,955)</u>	<u>131,370</u>	<u>487,505</u>	<u>(340,103)</u>	<u>147,402</u>

13. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	3,393	11,607	8,507
Accruals	5,920	4,992	5,141
Banking Staffing Overuse	-	7,226	-
Employee Entitlements - Salaries	29,453	18,427	23,557
Employee Entitlements - Leave Accrual	3,364	4,493	2,751
	<u>42,130</u>	<u>46,745</u>	<u>39,956</u>
Payables for Exchange Transactions	42,130	46,745	39,956
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>42,130</u>	<u>46,745</u>	<u>39,956</u>

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - MOE	1,182	-	1,818
Other Revenue In Advance	603	819	684
	1,785	819	2,502

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	63,996	(4,784)	43,071
Increase to the Provision During the Year	6,399	4,784	6,399
Use of the Provision During the Year	(64,395)	-	-
Other Adjustments	(6,000)	-	14,526
Provision at the End of the Year	-	-	63,996
Cyclical Maintenance - Current	-	-	63,996
Cyclical Maintenance - Non current	-	-	-
	-	-	63,996

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2035. This plan is based on the schools 10 Year Property plan / painting quotes.

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	3,529	3,554	4,218
Later than One Year and no Later than Five Years	1,543	8,667	5,072
Future Finance Charges	(200)	-	(622)
	4,872	12,221	8,668
Represented by			
Finance lease liability - Current	3,355	3,554	3,796
Finance lease liability - Non current	1,517	8,667	4,872
	4,872	12,221	8,668



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 8, and includes retentions on the projects, if applicable.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Site: A,C,D,G,H,J Refurbishment		242745	(1,950)	82,647	(81,722)	1,025	-
Totals			(1,950)	82,647	(81,722)	1,025	-

Represented by:

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

Site: A,C,D,G,H,J Refurbishment costs exceeded Ministry funding, and therefore, the Board provided \$-1,025 of funding to complete and close out the project from retained surpluses. The \$-1,025 was treated as a donation to the Ministry of Education via a distribution through equity.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Site: A,C,D,G,H,J Refurbishment		242745	-	-	(1,950)	-	(1,950)
Totals			-	-	(1,950)	-	(1,950)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(1,950)

18. Funds held on behalf of Across Schools Teacher Cluster

Aria School is the lead school funded by the Ministry of Education to provide Across Schools Teachers services to its cluster of schools.

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held at Beginning of the Year	-	-	-
Funds Received from MOE	5,241	-	-
Funds Received from Cluster Members			
Total funds received	5,241	-	-
Funds Spent on Behalf of the Cluster	493	-	-
Funds remaining	4,748	-	-
Funds Held at Year End	4,748	-	-



19. 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.

20. 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	3,405	3,220
 <i>Leadership Team</i>		
Remuneration	129,917	127,361
Full-time equivalent members	1.00	1.00
 Total key management personnel remuneration	133,322	130,581

There are 9 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance committee (4 members) that met 2 times. 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	120 - 130	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
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
110 - 120	1.00	0.00
	1.00	0.00

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



21. Compensation and Other Benefits Upon Leaving

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

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

22. 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.

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$94,724).

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

(b) Operating Commitments

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



24. 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	60,540	28,927	116,539
Receivables	45,597	18,768	27,064
Investments - Term Deposits	40,048	36,937	36,937
Total financial assets measured at amortised cost	146,185	84,632	180,540

Financial liabilities measured at amortised cost

Payables	42,130	46,745	39,956
Finance Leases	4,872	12,221	8,668
Total financial liabilities measured at amortised cost	47,002	58,966	48,624

25. Events After Balance Date

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

26. Comparatives

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



Aria School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Natasha Cave	Presiding Member	Appointed	Sep 2025
Pam Voyce	Principal	ex Officio	
Nicole Hurley	Parent Representative	Appointed	Dec 2024
Philip Watkins	Parent Representative	Appointed	Dec 2024
Hannah Bodger-Kearns	Parent Representative	Elected	Sep 2025
Lliwen MacRae	Parent Representative	Elected	Sep 2025
Raewyn Williams	Parent Representative	Co-opted	Sep 2024
Anthony Darke	Parent Representative	Co-opted	Sep 2025
Consuelo Yanez	Parent Representative	Co-opted	Sep 2025
Ana Wiseman	Staff Representative	Appointed	Sep 2025

Aria School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$804 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Aria 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.

11 April 2025

The Board Members
Aria School
Aria 3979

Dear Board Members,

Audit Management Letter For The Year Ended 31 December 2024

1. Introduction

We have completed the audit of Aria School's (the School) financial statements for the year ended 31 December 2024.

The purpose of this letter is to bring to the attention of those charged with governance the significant matters that arose during the course of our audit and matters of interest as required by *ISA (NZ) 260 Communication with Those Charged with Governance* and other ISA (NZ) standards.

You will appreciate that while our audit is carried out in accordance with the Auditor-General's auditing standards, it cannot, and should not, be relied upon to detect every instance of misstatement, fraud, irregularity or inefficiency.

The responsibility for public accountability and the implementation and monitoring of internal and management controls rests with management and the Board Members.

This letter has been prepared for the Board Members and is intended only for use by you. We accept no responsibility to any other party in relation to whole or part of its contents.

2. Responsibilities and Scope in Relation to the Audit

The Board Members are responsible for preparing the financial statements in accordance with Public Benefit Entity International Public Sector Accounting Standards Reduced Disclosure Regime (PBE IPSAS RDR) and for implementing appropriate internal controls with regard to reliability of financial reporting, effectiveness and efficiency of operations and compliance with applicable laws and regulations.

We are responsible for conducting the 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) (ISA (NZ)) issued by the New Zealand Auditing and Assurance Standards Board, and forming and expressing an opinion on the financial statements that have been prepared by management with the oversight of those charged with governance. Our audit of the financial statements does not relieve management or those charged with governance of their responsibilities.

3. Timing of the Audit

The audit was completed and dated 11 April 2025.

4. Audit Opinion

We have issued our unmodified audit opinion on the financial statements for the year ended 31 December 2024.

5. Going Concern Assumption

The financial statements were prepared on the basis that the school is a going concern. As required by the Office of the Auditor-General, we reviewed this assumption in terms of the criteria set out in the Auditing Standard ISA (NZ) 570. Based on the supporting evidence we concluded that the use of the going concern assumption was appropriate given the School's funding sources and its operating budget for the following financial period.

6. Management Judgements and Estimates

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This means that, while an initial review of the transaction history reports and the fortnightly draft payroll (SUE) report might be carried out by the payroll administrator, to check the accuracy of data entry, the final **fortnightly payroll (SUE) report, activity history report, timesheet transaction history report and leave transaction history report** should be reviewed and approved by someone independent of the staff who have access to EdPay.

Refresh of EdPay's guidance on controls

We understand from the Ministry that the activity history report now provides details of all Masterfile changes (expect changes to employees' addresses). However, this change has not been communicated to schools. EPL and the Ministry are currently refreshing the guidance to schools on payroll controls and is now available on the Edpay website: <https://www.edpay.govt.nz/Site/Training/default.aspx>

Recommendation

We recommend that the Board ask management for assurance that appropriate controls are in place at the school over payroll transactions, and that these controls are considered against the updated payroll guidance.

Independent checks on Payroll

During the school visit, we noted that there is no evidence that Principal / Board Member independently checks and signs off each fortnightly Activity history report, timesheet history report and leave history report. To strengthen the payroll controls, we recommend that the person who is responsible for the independent check on fortnightly SUE report and evidence their review by initialing the SUE report as well as other reports that EdPay published (i.e. timesheet history, leave history, activity history) as explained above – School payroll controls.

Payroll - Relievers

We noted at the visit that the relievers do not sign anything to verify that they were at the school on the particular day. We recommend that the relievers sign in a book/attendance sheet, and this be checked off against the SUE Report and activity history report.

Masterfile changes

During the school visit, we noted that there is lack of documentation around changes to payroll Masterfile, such as updates to employee details, bank account information and pay details. To mitigate the risks of errors and unauthorised changes/activities, we recommend retaining evidence of any payroll masterfile changes and necessary approvals.

Board Minutes

Board meeting minutes demonstrate to stakeholders that the school/kura and its' board act appropriately and in accordance with legal and contractual requirements. They also document that principles of good governance and informed decision-making are being followed. The minutes should record the following matters:

- Review and approval of the annual audited financial statements;
- Review and approval of the annual cyclical maintenance plan (painting);
- Review and approval of the School Annual Accrual Report (end of year payroll report);
- Review and approval of the budget (including an income statement, balance sheet, and cash flow), budget should include teachers' salary and notional lease;
- Review and approval of monthly financial statements;
- Approval of payments.

We noted the School has not approved the School Annual Accrual Report for the financial year. Please ensure that this is reviewed, approved and minuted each year.

The Ministry of Education has recently published an internal control checklist and a segregation of duties matrix on its [website \(https://www.education.govt.nz/school/funding-and-financials/school-finances/#internal-control-resources\)](https://www.education.govt.nz/school/funding-and-financials/school-finances/#internal-control-resources) which the school may find useful when assessing the adequacy of its internal controls. Further guidance on internal controls can be found in the Ministry's [Financial Information for Schools Handbook](#).

Independent checking of Banking

We noted that there is no effective independent check of the inwards cash records to ensure that all monies are receipted and banked. We suggest that each receipting/banking be independently reviewed and signed off to mitigate the risk of fraud and misstatements.

10. Adjusted and Unadjusted misstatements

Please find attached Appendix 1 lists adjusted misstatements found during the course of our work.

There were no unadjusted misstatements.

11. Key Financial Statement Audit Risks and Issues to be Communicated

<i>Key Matters</i>	<i>Responses</i>
Revenue Recognition	We documented the revenue systems, carried out appropriate controls testing and substantive audit procedures to address the risk of fraud in revenue recognition. We did not identify any material errors in relation to revenue recognition, whether due to fraud.
Locally Raised Funds	We documented the system on Locally Raised Funds, assessed the control environment and completed analytical audit procedures to address the risk of material misstatements around the completeness of locally raised funds due to its nature-often being cash. We have not identified any material misstatements, due to fraud. However, we have made some recommendations in this letter.
Payroll	Payroll is processed by EdPay. The reliability of payroll processing is dependent on appropriate approval of payroll changes, checking of the fortnightly SUE report and relevant reports (i.e activity history report) and review of School Annual Accrual Report (SAAR). We have discussed with management and documented controls on payroll, carried out control testing, analytical procedures and substantive audit procedures to address the risk identified on payroll. We have not identified any material misstatements in payroll, whether due to fraud or error. However, we have made some recommendations in this letter.
Cyclical Maintenance Provision	Cyclical Maintenance is an area of judgement and could lead to material misstatement in the financial statements. For schools to be able to calculate the appropriate provision a painting plan needs to be prepared and/or reviewed by a suitably qualified person. We have obtained and reviewed the School's Plan and assessed that the provision at balance date is reasonably correct.
Management override	We have discussed with management controls on expenditure authorisation, tested manual journals, reviewed accounting estimates and significant transactions that are outside the normal course of business to address the presumed significant risk on management override. We have not identified any instances of management override.
<i>Key Matters</i>	<i>Responses</i>
Qualitative Aspects of	The accounting policies used by the entity are consistent with the

Aria School

Year ending 31 December 2024

Appendix 1

Adjusted Errors:

1. To recode prior year banked staffing underuse

Code	Name	Group	Debit	Credit
	Teachers salaries grant	income	4,016.00	-
	Government Grants - MOE	income	-	4,016.00
			4,016.00	4,016.00

2. To bring in Kahui Ako [Across Community] Funds used during the year

Code	Name	Group	Debit	Credit
	Curricular	expenses	493.00	-
	Government Grants - MOE	income	-	493.00
			493.00	493.00

3. To bring in PE Funding Installment - January 2025

Code	Name	Group	Debit	Credit
	Receivables from MOE	assets	8,810.86	-
	Government Grants - MOE	income	-	8,810.86
			8,810.86	8,810.86

4. To recode Friends of Aria School Grants

Code	Name	Group	Debit	Credit
	Donations & Bequests	income	20,000.00	-
	Fundraising & Community Grants	income	-	20,000.00
			20,000.00	20,000.00



Statement of Variance 2024	School number: 1687
School name: Aria Primary	

Strategic Goal 1 : Akoranga / Learning - to support every child to succeed and achieve their own personal excellence, including strong support for those with additional needs or learning challenges.
Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving at the appropriate level for Writing . To increase the number of students achieving at or above the appropriate level for Writing across the school.
Achievement Target 1: <ul style="list-style-type: none">- An increasing percentage of students will meet or exceed curriculum expectations for their age group in Writing.- All 18 students who were below the appropriate level at the end of 2023 will make at least one year's progress by the end of 2024 (2 x e-AsTTle sub levels).- To focus strongly on improving handwriting, spelling and building usable vocabulary.- To record student voice accurately and appropriately, increasing engagement.- To Increase the teachers' knowledge and skills for teaching Writing (consistent approach).

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Continued to review all existing documentation, making changes as required. Action Plan updated.</p> <p>Set target groups from students of concern (Priority students).</p> <p>Reviewed all Writing practices across school.</p> <p>Focused on "Writing Progressions in Childspeak" for all children.</p> <p>Assessed whole school twice during year using e-AsTTle / Exemplar, OTJs.</p> <p>On-going Professional Development for all staff. Relevant webinars.</p> <p>Focused staff meeting sessions.</p> <p>Collated data and decided on 2025 development.</p> <p>Decided on continuation of writing target into 2025.</p>	<p>Used "The Writing Book" and "Oral Language Book "as our teaching references.</p> <p>Shared and evaluated writing successes regularly during staff meetings.</p> <p>Teachers' knowledge and skills for teaching writing improved.</p>	<p>New entrants continue to have significant language and behavioural deficits. More students have moderate to severe speech and language issues.</p> <p>Some students identified own goals and focused on these more clearly than in the past.</p> <p>More regular discussion / reflection / teacher inquiry at staff meetings proved beneficial. Priority students' progress towards goals was more clearly recorded, along with their next steps.</p> <p>Individual Teacher Inquiries based on literacy teaching within each classroom resulted in greater scrutiny of our teaching practices.</p> <p>Some students with dyslexia or other learning or behavioural needs made pleasing progress however are most likely to remain in the below statistics.</p>	<p>Student goals need to be more specific and clearly understood. (Use Childspeak).</p> <p>Priority students' progress needs to be measured 2-3 times / term to ensure that programmes are successful and progress is being accelerated at appropriate rate to meet EOY goals.</p> <p>Continue to discuss Priority Students' progress at each staff meeting.</p> <p>Continue with regular PD at staff meetings developing self-reflection.</p> <p>Relevant webinars (full staff) as available.</p> <p>Continue with external agency intervention, accessing extra Teacher Aide hours where possible.RTLit.</p> <p>Extend capable writers using a variety of text types.</p> <p>Continue to develop use of <i>The Oral Language Book</i> as reference (Sheena Cameron/Louise Dempsey).</p>
<p>Planning for 2025:</p> <p>Review the <i>Writing Progressions</i> checklists in child speak – so that staff understand them and can clearly explain them to students (edit or simplify as necessary).</p> <p>Review the <i>Literacy Programme (Writing)</i> – what does writing look like at our school? Update 2024 Literacy Action Plan.</p> <p>Set clear/ measurable goals for learning (next steps) for Priority students not achieving at appropriate level.</p>			

Statement of variance reporting

<p>Statement of Variance 2024</p> <p>School name: Aria Primary</p>	<p>School number: 1687</p>
<p>Strategic Goal 2 : Hauora / Wellbeing</p> <p>To provide a safe and positive learning environment with an holistic approach to health and wellbeing which includes the promotion of school values.</p>	
<p>Annual Aim “Health and Wellbeing” : To accelerate the rate of progress for all students deemed at risk of not achieving at the appropriate level due to not being <i>ready for learning</i>.</p> <p>To ensure that all students’ “Health and Wellbeing” needs are being addressed ensuring that they are ready for learning.</p>	
<p>Achievement Target 2</p> <ul style="list-style-type: none"> - Students will feel confident, feel supported and able to cope appropriately with challenges. - Review current systems and processes for collecting reliable data (surveys, interviews, weekly check in...) - Develop skills of self-awareness and ability to manage / regulate / identify own emotions e.g. Te Whare Tapa Wha, Zones of Regulation, Pause, Breathe, Smile, Yoga, Mindfulness 	
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> - Students showing increased resilience and ability to cope with challenges. - Students able to express their feelings in an appropriate manner. - Students who are happy and ready for learning. - Students who are able to articulate their feelings and needs via conversation (interview), surveys (written) etc - in such a way that the appropriate support can be offered. - Appropriate means of collecting data will have been developed and tested e.g. weekly check in with teacher or survey... 	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Students were assessed using OTJs and using our self-assessment tool.</p> <p>Pause, Breathe, Smile taught in all classes.</p> <p>Te Whare Tapa Wha – on walls all classes, used daily.</p> <p>Zones of Regulation taught as required – all students can place themselves in a zone.</p> <p>On-going Professional Development for all staff as available.</p> <p>Focused staff meeting sessions – priority students' progress assessed weekly.</p> <p>Teacher Aides supported the programmes in all classrooms.</p> <p>Teachers' skills in implementing programmes continued to be developed.</p> <p>Collated data (OTJs) and decided on 2025 development.</p> <p>Planning for 2025:</p> <ul style="list-style-type: none"> • Timetable at least 30 minutes Hauora into our daily programmes in all classes. • Keep up to date with any Professional Development available on the programmes already being implemented. 	<p>Resources used and referred to regularly.</p> <p>Shared and evaluated successes regularly during staff meetings.</p> <p>Teachers' knowledge and skills for teaching and understanding the relevant programmes improved.</p> <p>All target students made significant progress and were more able to self-regulate.</p> <p>Across the school there seemed to be a calmer atmosphere and playground issues diminished.</p> <p>Students are enthusiastic about the Hauora programmes that have become a way of life, just part of a normal day.</p>	<p>All teachers embraced the Hauora approaches and worked hard to improve their skills in teaching the programmes appropriate to their students.</p> <p>More regular discussion / reflection / at staff meetings proved beneficial.</p>	<p>Focus on building self-awareness, resilience and ability to manage/regulate/identify own emotions.</p> <p>By developing these skills our students will know they have the power to effectively manage themselves, their feelings and their health and will have improved readiness for learning.</p> <p>Continue to discuss Priority Students' (SWANS Student With Additional Needs) progress at each staff meeting.</p> <p>Continue with regular PD at staff meetings, keeping us up to date with any new resources available.</p>

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<p>Statement of Variance 2024</p> <p>School name: Aria Primary</p>	<p>School number: 1687</p>
<p>Strategic Goal 3: Te Ao Māori / Māori World View</p> <p>- to deepen our connection with Te Ao Māori.</p>	
<p>Annual Aim "Te Ao Maori / Maori World View"</p> <ul style="list-style-type: none"> - To grow our local curriculum developed from school signage, mural, patere through meaningful engagement with mana whenua. - To raise Board awareness of what "Giving effect to the Treaty of Waitangi" means. 	
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> - Board will have attended at least one relevant workshop and whanau Māori will be better represented in school governance and decision making. - Our Local Curriculum will have been meaningfully aligned with the visuals of our mural and signage (awa, maunga etc). - Across curriculum content will reflect our local area – not only Social Sciences (stories, history) and Science (environment, waterways, maunga, sustainability etc). 	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Board meetings included a Te Ao Maori component on the agenda.</p> <p>This included Karakia at start and end of hui.</p> <p>Weave Te Ao Māori through all learning.</p> <p>Continued to work on our Local Curriculum as it aligns with our signage etc.</p> <p>Developed our localised Curriculum to connect our students to this area.</p> <p>Began to connect with mana whenua.</p> <p>Developing curriculum content started in 2023.</p>	<p>Board and staff more confident with Māori Tikanga / Mātauranga Māori.</p> <p>The board has begun to see Mātauranga Māori as an integral part of who we are and what we do, not just an "add on".</p> <p>No Board PD apart from within hui.</p> <p>Work with Mana Whenua was very slow. Relevant people hard to contact.</p>	<p>Board PD did not happen due to a variety of reasons.</p> <p>People "busy".</p> <p>Illness – local Kaumatua.</p>	<p>We need a Board member to "drive" the Board PD early in 2025.</p> <p>Continue to build on our relationship with Mana Whenua to get support with our local curriculum.</p> <p>Work with Rivercare to focus on Taiao- awa, maunga etc. One focus / term.</p> <p>Liaise with Waitomo Caves Education Centre for appropriate field trips relating to above themes.</p> <p>Restore all signage to show more pride in the visuals representing our district.</p>
<p>Planning for 2025:</p> <ul style="list-style-type: none"> • Timetable at least 30 minutes Te Ao Māori into our daily programme in all classes (includes kapa haka, te reo, local curriculum). • Keep up to date with any Professional Development / support available on the programmes already being implemented. • Continue to liaise with local kaumatua to build relationships and gain support. • Restore / replace all signage to it's original state. 			

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<p>Strategic Goal 4 : Mahi Tahī / Working Together - "Communication".</p>	<p>Annual Aim:</p> <ul style="list-style-type: none"> - Foster productive partnerships within community maximizing use of community resources. - Review effectiveness of current systems – messenger groups, newsletter, Facebook, website, emails.
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> - Greater engagement, response to communications (reading newsletters, completing forms, attending at school events, actively being involved in community consultation, keeping informed). - Improved partnerships with caregivers (actively helping at home, attending parent interviews, showing interest in student achievement information...). 	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Teachers fostered working as a team to the best of their ability, contacting and updating whānau regularly.</p> <p>All whānau encouraged to participate in annual community consultation. Those who didn't reply were phoned by Board or staff for feedback ensuring 100% feedback.</p> <p>All communication systems monitored regularly and improved as required.</p> <p>Feedback from caregivers acted upon in a timely fashion.</p>	<p>New School Messenger page established mid-year just for messages such as absences and changes to normal arrangements.</p> <p>Close to 100% feedback received -Community Consultation mid-year.</p> <p>More families asking for newsletters to be emailed.</p> <p>Appointed Communications / PR Officers on the Board to contact all new families for feedback.</p> <p>Local resources list not yet compiled.</p>	<p>Personal contact - one on one is the only communication that really works and we can achieve 100% response - by phone or face-to-face.</p> <p>Most people prefer to be contacted digitally.</p>	<p>Contact with caregivers, follow ups to consultation etc need to continue to be a major focus.</p> <p>Inviting parents to assemblies to keep them more informed on what we do here.</p> <p>Personally inviting people to join us rather than just asking through Messenger or newsletter.</p> <p>Continue to work on the Resource List - local kaumatua contacts, Waioira River Care and other groups who can support our Local Curriculum focus.</p>
<p>Planning for 2025:</p> <ul style="list-style-type: none"> • Compile list of local resources • Appoint new PR/Communications Officer on Board • Regularly consult families re systems of communication • Encourage face-to-face contact rather than totally digitally. 			

How we have given effect to Te Tiriti o Waitangi

Our Commitment to Te Tiriti o Waitangi

As a school and community, we seek to honour Te Tiriti o Waitangi and its principles of Partnership, Protection and Rangatiratanga. We ensure that Te Reo Māori and Tikanga Māori are part of our way of learning and teaching in the classroom and beyond.

Our Cultural Diversity

Our goal is to develop and maintain programmes and an ethos that reflects our schools and New Zealand's cultural diversity and, in particular, the unique position of Māori as the tangata whenua. We achieve this by:

- Developing plans and policies that are sensitive to varying cultures, and incorporating relevant aspects, especially Tikanga Māori.
- Incorporating a variety of ethnic and cultural contexts in learning programmes and raising staff understanding and awareness of New Zealand's cultural diversities.
- Encouraging Māori parents and community to take part in the planning process to assist in raising Māori achievement levels.
- Developing appropriate and reasonable provisions for delivery of programmes using Te Reo and Tikanga Māori.