SHANNON SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2989
Principal:	Rochelle Thorn
School Address:	Grey Street
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Accountant / Service Provider:	Education Services. Dedicated to your school

SHANNON SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Shannon 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.

LEIGH HARRINGTON
Full Name of Presiding Member

Rochelle Marie Thorn
Full Name of Principal

Signature of Presiding Member

Signature of Principal

30/5/25
Date:

30/05/25
Date:

Shannon 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	1,751,066	1,506,419	1,662,696
Locally Raised Funds	3	81,669	46,035	78,432
Interest		29,461	-	22,875
Total Revenue		1,862,196	1,552,454	1,764,003
Expense				
Locally Raised Funds	3	15,510	8,900	35,155
Learning Resources	4	977,945	988,204	969,858
Administration	5	249,303	218,998	215,707
Interest		1,654	667	1,225
Property	6	370,375	305,114	389,699
Total Expense		1,614,787	1,521,883	1,611,644
Net Surplus / (Deficit) for the year		247,409	30,571	152,359
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		247,409	30,571	152,359

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

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Shannon 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		828,064	686,608	675,705
Total comprehensive revenue and expense for the year		247,409	30,571	152,359
Contribution - Furniture and Equipment Grant		7,335	-	-
Equity at 31 December		1,082,808	717,179	828,064
Accumulated comprehensive revenue and expense		1,082,808	717,179	828,064
Equity at 31 December		1,082,808	717,179	828,064

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.

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Shannon School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	621,454	515,681	427,081
Accounts Receivable	8	88,532	84,964	87,815
GST Receivable		17,778	2,144	13,979
Prepayments		4,322	3,256	3,003
Investments	9	246,614	222,350	232,547
Funds Receivable for Capital Works Projects	15	108,696	-	121,857
		1,087,396	828,395	886,282
Current Liabilities				
Accounts Payable	11	103,263	85,351	115,152
Revenue Received in Advance	12	7,288	33,393	3,474
Provision for Cyclical Maintenance	13	-	9,333	25,281
Finance Lease Liability	14	7,800	4,924	6,442
Funds held for Capital Works Projects	15	15,869	-	1,950
		134,220	133,001	152,299
Working Capital Surplus/(Deficit)		953,176	695,394	733,983
Non-current Assets				
Property, Plant and Equipment	10	299,755	150,603	241,958
		299,755	150,603	241,958
Non-current Liabilities				
Provision for Cyclical Maintenance	13	158,877	127,668	132,821
Finance Lease Liability	14	11,246	1,150	15,056
		170,123	128,818	147,877
Net Assets		1,082,808	717,179	828,064
Equity		1,082,808	717,179	828,064

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

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Shannon School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash flows from Operating Activities				
Government Grants		832,391	632,838	707,745
Locally Raised Funds		78,370	46,035	79,371
Goods and Services Tax (net)		(3,799)	-	(11,835)
Payments to Employees		(457,916)	(370,885)	(439,319)
Payments to Suppliers		(183,766)	(262,236)	(185,157)
Interest Paid		(1,654)	(667)	(1,225)
Interest Received		29,461	-	24,148
Net cash from/(to) Operating Activities		293,087	45,085	173,728
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(92,705)	-	(45,935)
Purchase of Investments		(14,067)	-	(10,197)
Net cash from/(to) Investing Activities		(106,772)	-	(56,132)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,335	-	-
Finance Lease Payments		(5,072)	(7,064)	(4,950)
Funds Administered on Behalf of Other Parties		5,795	-	(163,225)
Net cash from/(to) Financing Activities		8,058	(7,064)	(168,175)
Net increase/(decrease) in cash and cash equivalents		194,373	38,021	(50,579)
Cash and cash equivalents at the beginning of the year	7	427,081	477,660	477,660
Cash and cash equivalents at the end of the year	7	621,454	515,681	427,081

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.

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

1. Statement of Accounting Policies

a) Reporting Entity
Shannon 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.

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

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

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

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

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

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.

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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. 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.

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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:

Board-owned Buildings	40-50 years
Building Improvements	20-40 years
Furniture and Equipment	2-20 years
Information and Communication Technology	4 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.

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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 10 to 15 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.

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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.

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2. Government Grants

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	621,593	490,446	566,029
Teachers' Salaries Grants	710,291	727,740	726,072
Use of Land and Buildings Grants	221,962	168,341	204,216
Ka Ora, Ka Ako - Healthy School Lunches Programme	144,550	91,000	113,582
Other Government Grants	52,670	28,892	52,797
	1,751,066	1,506,419	1,662,696

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	7,151	22,000	10,892
Fees for Extra Curricular Activities	5,306	235	10,780
Fundraising and Community Grants	51,372	800	38,457
Other Revenue	17,840	23,000	18,303
	81,669	46,035	78,432
Expense			
Extra Curricular Activities Costs	7,828	6,700	8,496
Fundraising and Community Grant Costs	301	-	85
Other Locally Raised Funds Expenditure	7,381	2,200	26,574
	15,510	8,900	35,155
Surplus for the year Locally Raised Funds	66,159	37,135	43,277

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	34,695	55,700	36,449
Employee Benefits - Salaries	891,523	876,853	891,630
Staff Development	10,969	26,500	5,081
Depreciation	38,465	28,051	35,090
Extra Curricular Activities	2,293	1,100	1,608
	977,945	988,204	969,858

5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fees	7,710	4,631	4,631
Board Fees and Expenses	8,456	8,000	6,691
Operating Leases	658	-	485
Other Administration Expenses	23,020	17,334	13,980
Employee Benefits - Salaries	119,515	103,833	108,133
Insurance	8,411	7,700	7,302
Service Providers, Contractors and Consultancy	8,400	7,000	8,400
Ka Ora, Ka Ako - Healthy School Lunch Programme	73,133	70,500	66,085
	249,303	218,998	215,707

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6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cyclical Maintenance	30,463	22,334	43,107
Heat, Light and Water	18,690	19,600	18,554
Rates	1,320	1,300	1,409
Repairs and Maintenance	15,116	10,800	15,221
Use of Land and Buildings	221,962	168,341	204,216
Employee Benefits - Salaries	75,614	76,939	101,801
Other Property Expenses	7,210	5,800	5,391
	370,375	305,114	389,699

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 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Bank Accounts	621,454	515,681	427,081
Cash and cash equivalents for Statement of Cash Flows	621,454	515,681	427,081

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

Of the $621,454 Cash and Cash Equivalents, $15,869 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 $621,454 Cash and Cash Equivalents, $7,288 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	13,194	15,170	785
Receivables from the Ministry of Education	2,934	-	-
Interest Receivable	-	1,273	-
Banking Staffing Underuse	7,112	1,765	26,523
Teacher Salaries Grant Receivable	65,292	66,756	60,507
	88,532	84,964	87,815
Receivables from Exchange Transactions	13,194	16,443	785
Receivables from Non-Exchange Transactions	75,338	68,521	87,030
	88,532	84,964	87,815

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9. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Asset			
Short-term Bank Deposits	246,614	222,350	232,547
Total Investments	246,614	222,350	232,547

10. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Board-owned Buildings	77,297	-	-	-	(4,193)	**73,104**
Building Improvements	56,312	-	-	-	(1,802)	**54,510**
Furniture and Equipment	51,248	84,551	-	-	(13,368)	**122,431**
Information and Communication Technology	9,135	6,706	-	-	(5,854)	**9,987**
Motor Vehicles	25,816	-	-	-	(5,042)	**20,774**
Leased Assets	20,367	4,691	-	-	(7,748)	**17,310**
Library Resources	1,783	314	-	-	(458)	**1,639**
	241,958	96,262	-	-	(38,465)	**299,755**

The net carrying value of equipment held under a finance lease is $17,310 (2023: $20,367)

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 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $
Board-owned Buildings	228,381	(155,277)	**73,104**	228,381	(151,084)	**77,297**
Building Improvements	66,286	(11,776)	**54,510**	66,286	(9,974)	**56,312**
Furniture and Equipment	363,157	(240,726)	**122,431**	278,608	(227,360)	**51,248**
Information and Communication Technology	77,222	(67,235)	**9,987**	70,515	(61,380)	**9,135**
Motor Vehicles	40,333	(19,559)	**20,774**	40,333	(14,517)	**25,816**
Leased Assets	33,015	(15,705)	**17,310**	28,324	(7,957)	**20,367**
Library Resources	76,363	(74,724)	**1,639**	76,048	(74,265)	**1,783**
	884,757	(585,002)	**299,755**	788,495	(546,537)	**241,958**

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11. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	20,559	8,719	43,426
Accruals	7,680	2,997	3,087
Employee Entitlements - Salaries	65,292	66,756	60,507
Employee Entitlements - Leave Accrual	9,732	6,879	8,132
	103,263	85,351	115,152
Payables for Exchange Transactions	103,263	85,351	115,152
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	103,263	85,351	115,152

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Income Received in Advance	-	361	-
Grants in Advance - Ministry of Education	7,113	33,032	3,474
Prepaid Fees	175	-	-
	7,288	33,393	3,474

13. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	158,102	114,667	117,333
Increase to the Provision During the Year	26,470	22,334	22,332
Use of the Provision During the Year	(29,688)	-	-
Other Adjustments	3,993	-	18,437
Provision at the End of the Year	158,877	137,001	158,102
Cyclical Maintenance - Current	-	9,333	25,281
Cyclical Maintenance - Non current	158,877	127,668	132,821
	158,877	137,001	158,102

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2027. This plan is based on the schools 10 Year Property plan.

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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	9,032	4,924	7,904
Later than One Year and no Later than Five Years	11,999	1,150	16,560
Future Finance Charges	(1,985)	-	(2,966)
	19,046	6,074	21,498
Represented by			
Finance lease liability - Current	7,800	4,924	6,442
Finance lease liability - Non current	11,246	1,150	15,056
	19,046	6,074	21,498

15. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		$	$	$		$
Roof Replacement & Remediation	235579	(12,860)	46,860	(34,000)	-	-
Block 1 - Technology Kitchen	235583	(65,855)	119,050	(102,515)	-	(49,320)
AMS Upgrade Blk 4 & Fire Alarm Upgrade	235582	(11,992)	52,378	(99,762)	-	(59,376)
Asbestos Reoval Boiler Room	243257	(25,000)	40,000	(15,000)	-	-
Fire Alarm & Accessibility Compliance	244206	(6,150)	100,640	(82,936)	-	11,554
LSM Toilet Refurb	244269	1,950	-	(1,950)	-	-
LSC: Space Repurpose	219903	-	64,129	(59,814)	-	4,315
Totals		(119,907)	423,057	(395,977)	-	(92,827)

Represented by:	
Funds Held on Behalf of the Ministry of Education	15,869
Funds Receivable from the Ministry of Education	(108,696)

2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		$	$	$		$
Electrical Upgrade 2022	235581	2,900	100	(3,000)	-	-
Roof Replacement & Remediation	235579	76,745	76,935	(166,540)	-	(12,860)
Block 1 - Technology Kitchen	235583	-	63,395	(129,250)	-	(65,855)
AMS Upgrade Blk 4 & Fire Alarm Upgrade	235582	-	-	(11,992)	-	(11,992)
Asbestos Reoval Boiler Room	243257	-	116,427	(141,427)	-	(25,000)
Fire Alarm & Accessibility Compliance	244206	-	-	(6,150)	-	(6,150)
LSM Toilet Refurb	244269	-	5,630	(3,680)	-	1,950
Totals		79,645	262,487	(462,039)	-	(119,907)

Represented by:	
Funds Held on Behalf of the Ministry of Education	1,950
Funds Receivable from the Ministry of Education	(121,857)

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16. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

17. Remuneration

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	4,340	2,580
Leadership Team		
Remuneration	378,412	364,881
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	382,752	367,461

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1
The total value of remuneration paid or payable to the Principal was in the following bands:

Salaries and Other Short-term Employee Benefits:	2024 Actual $000	2023 Actual $000
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	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
100 - 110	2.00	0.00
110 - 120	0.00	2.00
120 - 130	1.00	0.00
	3.00	2.00

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

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18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and 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

19. 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.

20. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of $215,480 (2023: $125,585) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	$
Block 1 - Technology Kitchen	79,245
AMS Upgrade Blk 4 & Fire Alarm Upgrade	38,666
Fire Alarm & Accessibility Compliance	81,554
LSC: Space Repurpose	16,015
Total	**215,480**

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

(b) Operating Commitments

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

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21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash and Cash Equivalents	621,454	515,681	427,081
Receivables	88,532	84,964	87,815
Investments - Term Deposits	246,614	222,350	232,547
Total financial assets measured at amortised cost	956,600	822,995	747,443

Financial liabilities measured at amortised cost

Payables	103,263	85,351	115,152
Finance Leases	19,046	6,074	21,498
Total financial liabilities measured at amortised cost	122,309	91,425	136,650

22. Events After Balance Date

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

23. Comparatives

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

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AUDIT

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Shannon School (the School). The Auditor-General has appointed me, Daniel Lewis, using the staff and resources of BDO Manawatu Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 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 the Statement of Cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
    - its financial position as at 31 December 2024; and
    - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as a Tier 2 entitiy.

Our audit was completed on 30 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises of the Board Listing, Kiwisport Report, Statement of Compliance with Employment Policy, Analysis of Variance, and, the giving effect to Te Tiriti O Waitangi Report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.

Daniel Lewis
BDO Manawatu Audit Limited
On behalf of the Auditor-General
Palmerston North, New Zealand

Shannon School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Leigh Harrington	Presiding Member	Elected	Sep 2025
Nick Julian	Principal	ex Officio	Apr 2025
Maria Iriquin	Parent Representative	Elected	Sep 2025
Karla Puhipuhi	Parent Representative	Elected	Sep 2025
Billy Paul	Parent Representative	Appointed	Sep 2025
Ilaisaane Tangataevaha	Parent Representative	Appointed	Sep 2025
Sarah Sheehan	Staff Representative	Elected	Sep 2025
Priscilla Wade (Marae Representative)	Other	Appointed	

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of $1,927 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Shannon 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.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

School Name:	Shannon School	**School Number**:	2989

Strategic Aim:	Our Strategic Aims - Enable personalised, engaging seamless learning pathways with great educational opportunities and outcomes for all - Nuture and support wellbeing - Foster whanau/ family engagement - To be an inclusive kura, representative of our tamariki, whanau, iwi and hāporti
Annual Aim:	2024 Goal: 1) To have 70% of all students achieving at or above their expected year level in reading, writing and maths 2) To have all students attend school at least 85% of the time 3) Science- to engage our tamariki with the nature of science and our local environment interwoven throughout our curriculum 4) To increase the engagement and capability of te reo me ona tikanga Māori across the kura so that 80% of our tamariki are level 3 or higher.
Target:	Target for 2024- 1) To have 70% of all students achieving at or above their expected year level in reading, writing and maths 2) To have all students attend school at least 85% of the time 3) Science- to engage our tamariki with the nature of science and our local environment interwoven throughout our curriculum 4) To increase the engagement and capability of te reo me ona tikanga Māori across the kura so that 80% of our tamariki are level 3 or higher.
Baseline Data:	Baseline data- 1) At the end of 2023 the data from our Year 1-8 students, 64% were at or above their expected level for their chronological age 2) Our student's average attendance for school in 2023 was 82%.

3) Our students in 2023 were engaged in science but wanted to further develop their skills and have science as part of their weekly schedule. They wanted a deeper understanding and a chance to investigate and showcase their findings. Tamariki also wanted to explore the Māori world view of science.
4) In 2022 we had 7% of our students and whanau wanting to learn Te Reo Māori 100% of the time, 15% learning Te Reo Māori learning Te Reo Māori 50% of the time, 20% learning 7.5 hours a week, 40% learning 4 hours a week and 18% learning for 2 hours a week.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
- Improved the ratio of teacher to student ratio. Particularly in Year 0-3, where we had a ratio of 1-18. - Used a specialist teacher of literacy in Year 4-8 area of the school - Continued with PLD in structured literacy and maths in all areas of the school - Adapted the timetable to enable more explicit teaching in all areas of the school - Moved camp to term 4, only ākonga who met 80% attendance could go on camp, regularly informed students and whānau of attendance rates. Camp was for year 6-8 students, was situated in El Rancho and the price per student was greatly reduced - Identified that Fridays are a day of reduced attendance. Had Fri-yay in the hubs- more engaging day - Delivered the popular lunches on Monday to Fridays	-At the end of the 2024, 54% of all students were 'at' or 'above' the national standard in maths, 50% in reading and 38% in writing for their chronological age -The average rate of attendance across all years was 84% -On our problematic days, Monday and Fridays, our attendance rose to 84%. -After the term 4, week 2, camp attendance for our Year 6-8 students dropped. -All students had the opportunity to receive up to level 3 of Te Reo/ Tikanga Māori over the year- this equates to between 7.5 and 12 hours per week. -In Te Whare Kākano 44 of our ākonga learnt at level 2. They learnt reading, writing and maths in the hubs and in Te Whare kākano they learnt reading, writing and maths. -ākonga where highly engaged in science throughout the year. We noticed and increased in reading and writing in science related activity. Science lessons occurred weekly and use the house of science kits. Throughout all areas of the school science was evident. The level of engagement in science increased dramatically. On surveying our tamariki 90% said	- The goal was for 70% of all students to be achieving 'at' or 'above' the national standard by the end of the year, 54% in maths, 50% in reading and 38% in writing was a decrease from the 2023 data. We switched from the PACT assessment to e-asttle assessment. This was the first time our ākonga had used this assessment. We continue to have a significant tail with 19 % achieving well below and 34% achieving below the national standard. More work is needed with these ākonga, particularly to teach the basics of maths and literacy. In maths, more work needs to be done in place value, addition above 10, decimals, times-tables and proportions. We are developing a more structured maths approach which is starting to show encouraging results- this needs to be continued. We are using Prime maths in 2025 for our Year 4-8 students and going to utilise Numicon with our Year 0-3 students. We are working on a maths trial for year 7 and 8. Students funding by the MOE. Māori ākonga moved to 44% achieving at or above the national standard across in maths, 42% in reading and 29% in writing.	- Continue to explicitly teach reading, writing and maths every day. - Use structured literacy across the school - Continue to offer level 2 immersion Te Reo Māori. - Timetable level 2 Te Reo Māori, so that ākonga are able to learn reading, writing and maths in English for at least 2.5 hours a day. - To use real world examples of maths and make the learning of maths fun. - To continue to share best practice and adaptive, innovative teaching practices across the Kāhui Ako. - Continue with Te Reo Māori PLD- Te Ahu i te Reo Māori. All kaiako will complete level 1,2,3,4 by the end of the year. - Develop our structured literacy capability amongst our teachers. - Develop our skills in maths- investigate other programmes to enrich our maths programme

- All kaiako where on the Te Ahu I Te Reo PLD programme- all teachers graduated Māori to Level 3 and some level 4. - Offered Level 3 Te Reo Māori to all our students, 7.5 hours to all students - We opened Te Whare Kākano. Māori Immersion class. 44 of our tamariki were involved operating at level 2. 50% to 80% of the time in te reo Māori. - Adapted our assessment from PACT to e-asttle in reading, writing and maths. - Continued to use real time reporting using seesaw. Also, daily learning posts in Year 0-3 - We entered an MOE funded 120 hours of Science PLD for our teachers. - Increased the amount science throughout the school.	over the year they increase their enjoyment of science. The kura ran successful science extravaganza for our Shannon Community, our whānau, hāpori, iwi and wider kerekere schools. Our tamariki ran science displays, experiments, demonstrations and events for all to participate in. All our ākonga talked and wrote about their experiments, demonstrations and displays. In Te Whare Kākano our tamariki investigated the Māori view.	Reasons why 70% we have not meet tamariki learning at or above is because- • Our well below and below students are also the ones who have the worst attendance. • We still have significant work to be done in the ākonga understanding in the fundamentals of maths, place value, addition, subtractions, multiplication, division. • More work is need on identification and learning progressions and utilising others forms of assessment, e-asttle. • We needed to timetable more maths, and literacy into our daily programmes, and balance this with the Te Reo Māori we are offering.	(numicon, Prime, Year 7/8 Maths trial) - Be smart about how we timetable subjects - Continue to develop the teaching capacity of our kaiako, kaiarahi I te reo, Kaiawhina.

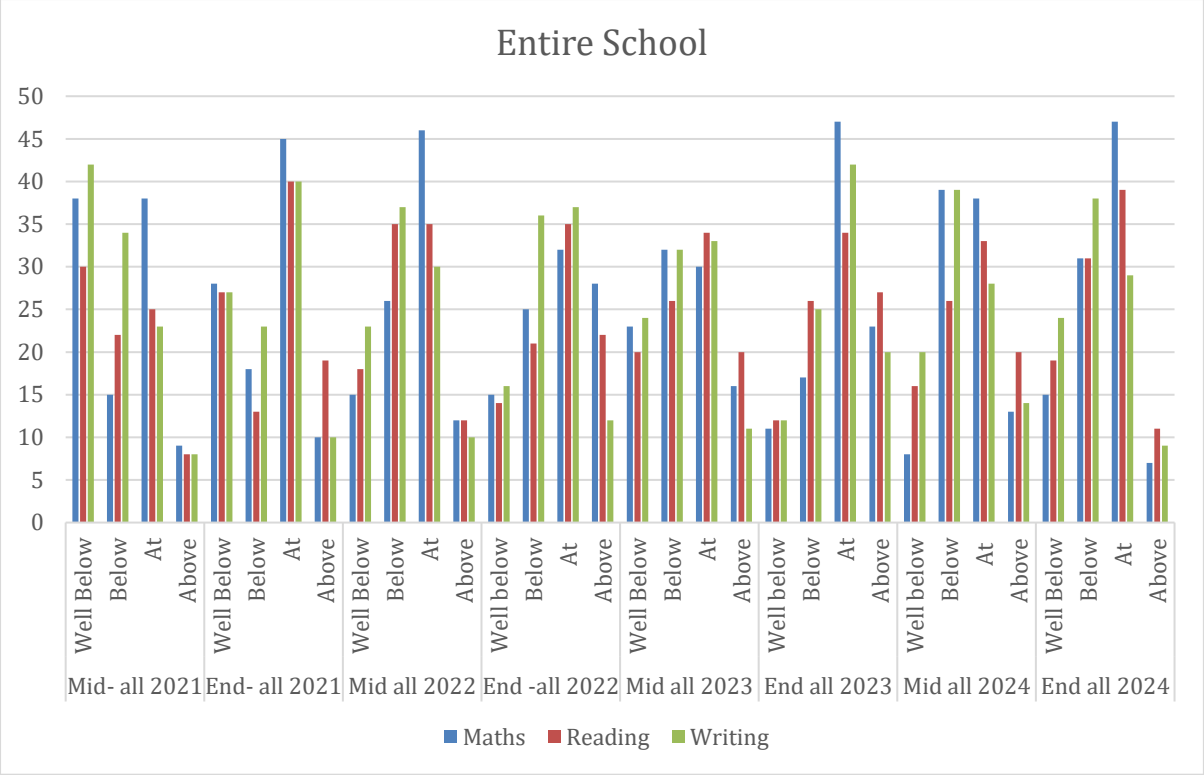
Planning for next year:

- Continue to provide focused reading, writing and maths learning sessions for our students
- Provide PLD for our staff regarding reading, maths, writing
- Timetable reading, writing and maths lessons for the same time each day
- Utilise more targeted reading, writing maths teaching in the junior hub

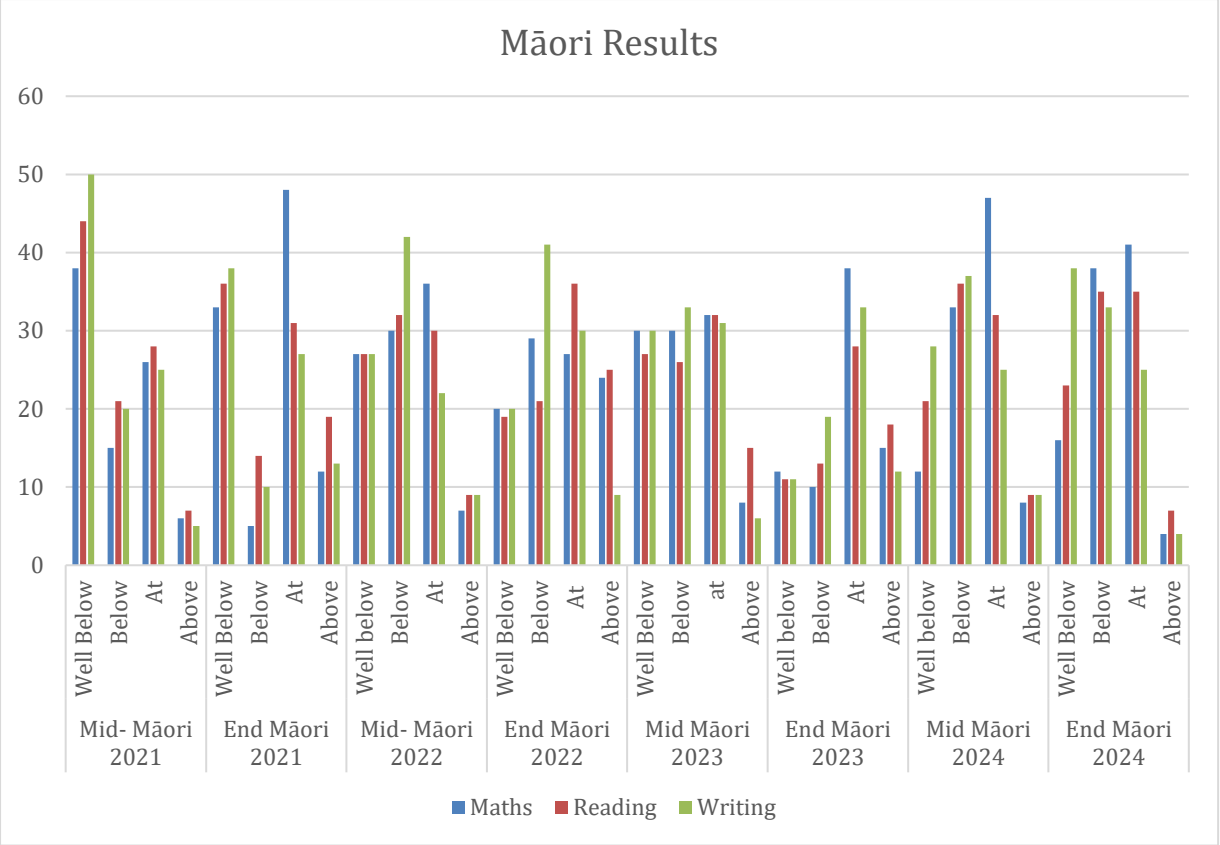
- In the senior hub increase the number of teachers from 2 to 3. This will give the students more time to have targeted personalised literacy and maths lessons and will enable more one to one time with teachers.
- Provide authentic learning in literacy and maths opportunities for the students
- Bring in MOE funded Science PLD, to enable more authentic opportunities for the students to learn.
- Continue to utilise the LSC- specifically for PLD for staff to use things like steps web, Heggerty, structured literacy, numicon.
- Utilise ICT opportunities- apps that help with reading, writing and maths
- Raise our attendance expectations to 90% per student
- Continue to develop the learning in Te Whare Kākano, our Māori immersion classroom. Utilise it so that tamariki can receive Te Ao Māori 50% of their timetable. Operate level 3, in the hubs.
- We are opening a Mahi Rakau/Toi space in the school. This will be a space ākonga can learn about Māori carving, woodwork, bone work. It will be a continuation of the learning in both Te Whare Kākano and Harakakeke Hub (Year 4-8). It will incorporate reading, writing and maths in both Te Reo English and Māori.
- We will find more time in the school timetable to teach reading, writing and maths (9am-3pm), by offering free swimming lessons to tamariki from 3-5pm in term 1 and 4. We will also be offering free sports lessons after-school. We will be offering school choir in break times. This will give us more time to teach reading, writing and maths and Te Reo Māori.

Assessment Data 2024- Shannon School

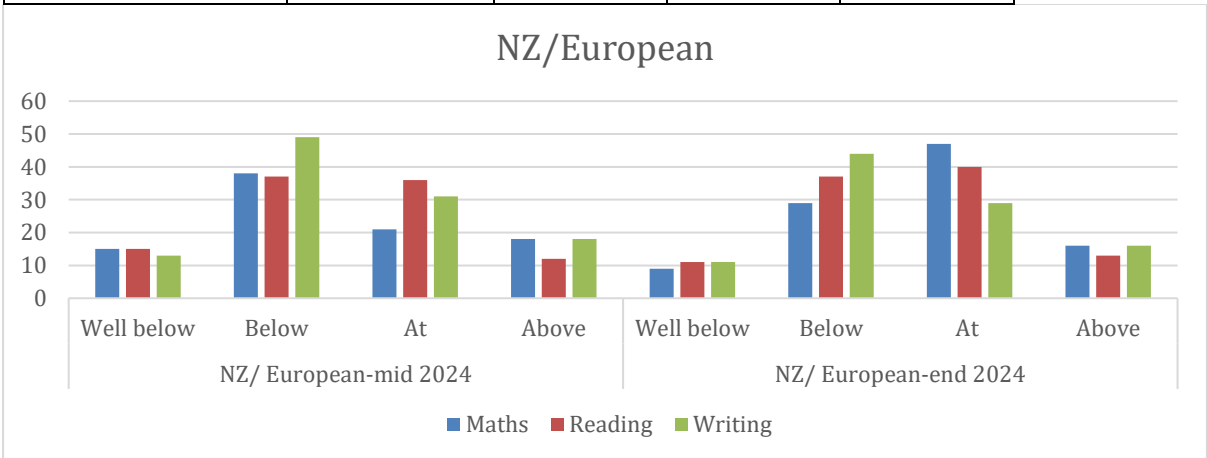
Entire School		Maths	Reading	Writing
Mid- all 2021	Well Below	38	30	42
	Below	15	22	34
	At	38	25	23
	Above	9	8	8
End- all 2021	Well Below	28	27	27
	Below	18	13	23
	At	45	40	40
	Above	10	19	10
Mid all 2022	Well Below	15	18	23
	Below	26	35	37
	At	46	35	30
	Above	12	12	10
End -all 2022	Well below	15	14	16
	Below	25	21	36
	At	32	35	37
	Above	28	22	12
Mid all 2023	Well Below	23	20	24
	Below	32	26	32
	At	30	34	33
	Above	16	20	11
End all 2023	Well below	11	12	12
	Below	17	26	25
	At	47	34	42
	Above	23	27	20
Mid all 2024	Well below	8	16	20
	Below	39	26	39
	At	38	33	28
	Above	13	20	14
End all 2024	Well Below	15	19	24
	Below	31	31	38
	At	47	39	29
	Above	7	11	9


Entire School
50
45
40
35
30
25
20
15
10
5
0
Well Below
Below
At
Above
Mid- all 2021
End- all 2021
Mid all 2022
End -all 2022
Mid all 2023
End all 2023
Mid all 2024
End all 2024
Maths
Reading
Writing

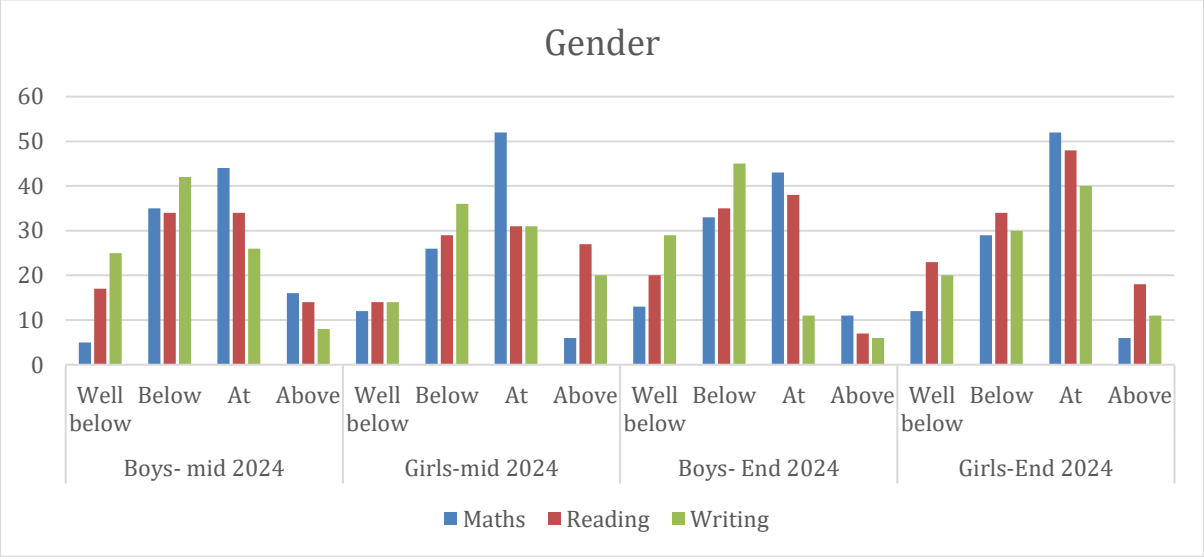
		Maths	Reading	Writing
Mid- Māori 2021	Well Below	38	44	50
	Below	15	21	20
	At	26	28	25
	Above	6	7	5
End Māori 2021	Well Below	33	36	38
	Below	5	14	10
	At	48	31	27
	Above	12	19	13
Mid- Māori 2022	Well below	27	27	27
	Below	30	32	42
	At	36	30	22
	Above	7	9	9
End Māori 2022	Well Below	20	19	20
	Below	29	21	41
	At	27	36	30
	Above	24	25	9
Mid Māori 2023	Well Below	30	27	30
	Below	30	26	33
	at	32	32	31
	Above	8	15	6
End Māori 2023	Well below	12	11	11
	Below	10	13	19
	At	38	28	33
	Above	15	18	12
Mid Māori 2024	Well below	12	21	28
	Below	33	36	37
	At	47	32	25
	Above	8	9	9
End Māori 2024	Well Below	16	23	38
	Below	38	35	33
	At	41	35	25
	Above	4	7	4



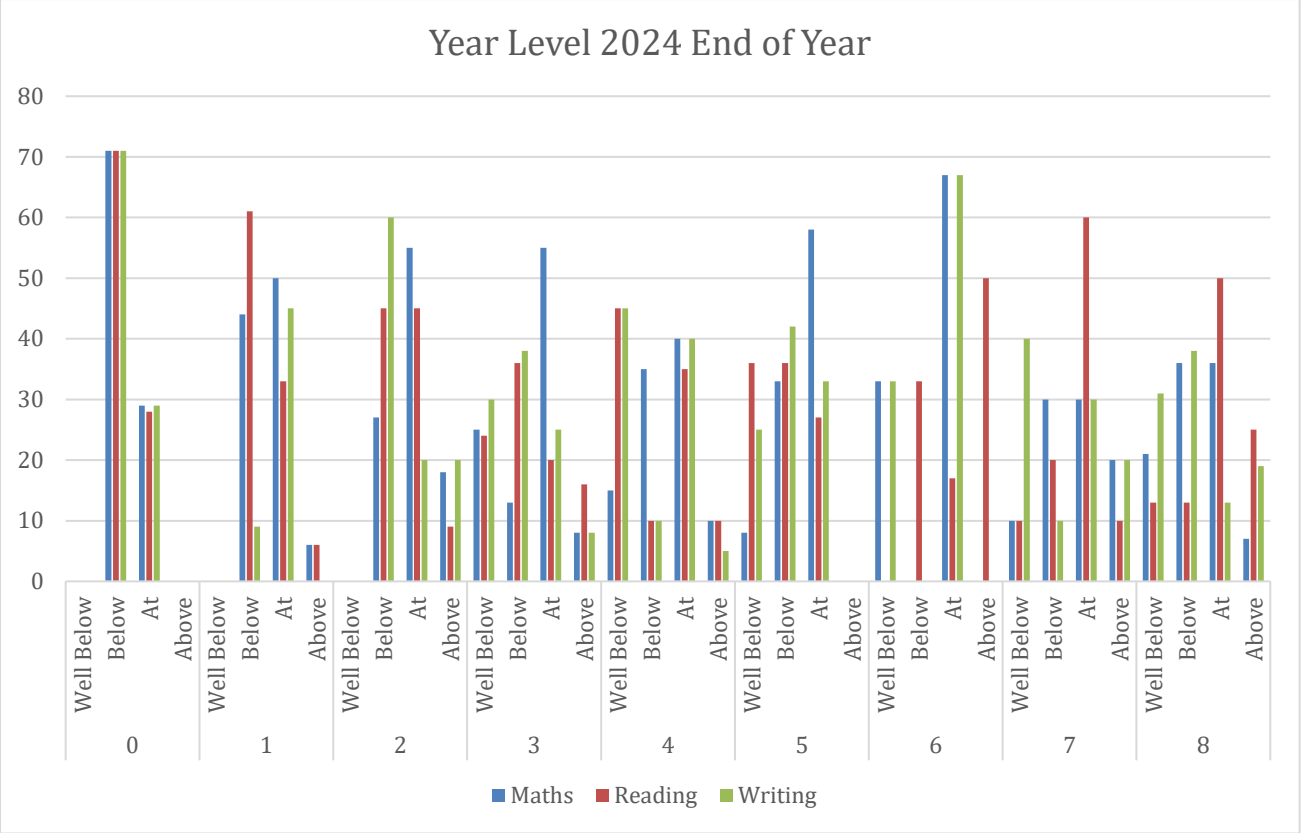
		Maths	Reading	Writing
NZ/ European-mid 2024	Well below	15	15	13
	Below	38	37	49
	At	21	36	31
	Above	18	12	18
NZ/ European-end 2024	Well below	9	11	11
	Below	29	37	44
	At	47	40	29
	Above	16	13	16



		Maths	Reading	Writing
Boys- mid 2024	Well below	5	17	25
	Below	35	34	42
	At	44	34	26
	Above	16	14	8
Girls-mid 2024	Well below	12	14	14
	Below	26	29	36
	At	52	31	31
	Above	6	27	20
Boys- End 2024	Well below	13	20	29
	Below	33	35	45
	At	43	38	11
	Above	11	7	6
Girls-End 2024	Well below	12	23	20
	Below	29	34	30
	At	52	48	40
	Above	6	18	11



Year Level- End 2024		Maths	Reading	Writing
0	Well Below			
	Below	71	71	71
	At	29	28	29
	Above			
1	Well Below			
	Below	44	61	9
	At	50	33	45
	Above	6	6	
2	Well Below			
	Below	27	45	60
	At	55	45	20
	Above	18	9	20
3	Well Below	25	24	30
	Below	13	36	38
	At	55	20	25
	Above	8	16	8
4	Well Below	15	45	45
	Below	35	10	10
	At	40	35	40
	Above	10	10	5
5	Well Below	8	36	25
	Below	33	36	42
	At	58	27	33
	Above			
6	Well Below	33		33
	Below		33	
	At	67	17	67
	Above		50	
7	Well Below	10	10	40
	Below	30	20	10
	At	30	60	30
	Above	20	10	20
8	Well Below	21	13	31
	Below	36	13	38
	At	36	50	13
	Above	7	25	19


Year Level 2024 End of Year
80
70
60
50
40
30
20
10
0
Well Below
Below
At
Above
0
1
2
3
4
5
6
7
8
Maths
Reading
Writing

Giving Effect to Te Tiriti o Waitangi

At Te Kura o Hanana, Te Tiriti o Waitangi is a living covenant that shapes our values, relationships, and direction. We walk in partnership with Ngāti Whakatere, honouring the mana of tangata whenua through meaningful collaboration and localised learning.

Our commitment to the principles of partnership, protection, and participation is reflected in every aspect of kura life. We celebrate and strengthen te reo me ngā tikanga Māori through our reo-rua immersion space, providing ākonga with rich, culturally grounded pathways to succeed as Māori. Our tamariki know who they are and where they come from.

Guided by whānau voice and iwi aspirations, we continue to grow as a kura where identity is affirmed, culture is upheld, and Te Tiriti is upheld in action.