OWHIRO BAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Address:	Happy Valley Road, Owhiro Bay, Wellington
Principal:	Cilla Scott
School Phone:	04 383 7189
School Email:	office@owhiro.school.nz
Ministry Number:	2942
Accounting Provider:	Accounting For Schools Ltd

OWHIRO BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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OWHIRO BAY 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.

CHRISTOPHER LAWRENCE COVEDAY
Full Name of Presiding Member

Signature of Presiding Member

29/05/2025
Date:

Cilla Scott
Full Name of Principal

Signature of Principal

29/05/2025
Date:

OWHIRO BAY 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	1,309,232	1,245,853	1,310,624
Locally Raised Funds	3	55,792	44,075	58,741
Interest		17,056	5,000	13,099
Total Revenue		1,382,080	1,294,928	1,382,464
Expenses				
Locally Raised Funds	3	7,152	2,575	7,285
Learning Resources	4	914,361	857,000	898,991
Administration	5	102,537	89,499	95,323
Interest		430	500	476
Property	6	413,926	351,556	293,396
Loss on Disposal of Property, Plant and Equipment		-	-	2,536
Total Expenses		1,438,406	1,301,130	1,298,007
Net Surplus / (Deficit) for the year		(56,326)	(6,202)	84,457
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(56,326)	(6,202)	84,457

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

OWHIRO BAY SCHOOL

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Balance at 1 January	400,649	400,649	316,192
Total comprehensive revenue and expense for the year	(56,326)	(6,202)	84,457
Contribution - Furniture and Equipment Grant	8,415	-	-
Equity at 31 December	352,738	394,447	400,649
Accumulated comprehensive revenue and expense	352,738	394,447	400,649
Equity at 31 December	352,738	394,447	400,649

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.

OWHIRO BAY 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	257,573	261,710	223,557
Accounts Receivable	8	67,335	50,000	57,054
Funds receivable for Capital Works Projects	16	-	-	12,278
GST Receivable		-	2,000	1,822
Inventories	9	237	500	475
Investments	10	100,000	100,000	100,000
Prepayments		11,882	10,000	18,265
		437,027	424,210	413,451
Current Liabilities				
GST Payable		3,835	-	-
Accounts Payable	12	85,982	50,000	81,907
Funds held for Capital Works Projects		31,249	-	15,850
Finance Lease Liability	15	2,747	299	2,462
Provision for Cyclical Maintenance	14	-	25,000	-
Revenue Received in Advance	13	3,000	2,000	2,625
		126,813	77,299	102,844
Working Capital Surplus/(Deficit)		310,214	346,911	310,607
Non-current Assets				
Property, Plant and Equipment	11	106,026	89,450	99,937
		106,026	89,450	99,937
Non-current Liabilities				
Finance Lease Liability	15	2,169	1,914	2,212
Provision for Cyclical Maintenance	14	61,333	40,000	7,679
		63,502	41,914	9,891
Net Assets		352,738	394,447	400,653
Equity		352,738	394,447	400,649

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

OWHIRO BAY 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		335,866	315,853	362,625
Locally Raised Funds		56,167	(705)	61,366
Goods and Services Tax (net)		5,661	(177)	1,385
Payments to Employees		(196,429)	(184,257)	(192,208)
Payments to Suppliers		(188,008)	(80,379)	(157,669)
Interest Paid		(430)	(500)	(476)
Interest Received		16,927	5,319	13,491
Net cash from/(to) the Operating Activities		29,754	55,154	88,514
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(28,969)	(10,972)	(4,530)
Purchase of Investments		-	-	(36,793)
Net cash from/(to) the Investing Activities		(28,969)	(10,972)	(41,323)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,415	-	-
Finance Lease Payments		(2,861)	(2,461)	(2,796)
Funds Administered on Behalf of Third Parties		27,677	(3,568)	15,215
Net cash from Financing Activities		33,231	(6,029)	12,419
Net increase/(decrease) in cash and cash equivalents		34,016	38,153	59,610
Cash and cash equivalents at the beginning of the year	7	223,557	223,557	163,947
Cash and cash equivalents at the end of the year	7	257,573	261,710	223,557

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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

OWHIRO BAY SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity
Owhiro Bay 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 of Trustees (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 reports have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

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

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

PBE Accounting Standards Reduced Disclosure Regime
The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of $33 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

Cyclical maintenance
A school recognises its obligation to maintain the Ministry’s buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school’s long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

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

c) Revenue Recognition

Government Grants
The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

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

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

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

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

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

Other Grants where conditions exist
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liabil 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 schools 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 comprise of stationery. 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 not trivial.

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.

Property, plant and equipment acquired with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

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

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3 - 5 years
Leased Assets held under a Finance Lease	3 - 5 years
Library Resources	12.5% Diminishing value
Playground & Ground Improvements	10–15 years

k) Impairment of property, plant, and equipment and intangible assets
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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international 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 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 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 schools 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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) 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	338,579	313,353	345,381
Other government grants	1,888	2,500	17,244
Teachers' salaries grants	679,508	650,000	675,139
Use of Land and Buildings grants	289,257	280,000	272,860
	1,309,232	1,245,853	1,310,624

3. Locally Raised Funds

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue			
Fundraising & Grants	17,750	25,000	21,999
Donations & Bequests	18,157	13,000	15,454
Other revenue	17,473	5,000	17,632
Trading	2,412	1,075	3,656
	55,792	44,075	58,741
Expenses			
Extra Curricular Activities Costs	3,413	1,500	2,952
Trading	3,739	1,075	4,333
	7,152	2,575	7,285
Surplus for the year Locally raised funds	48,640	41,500	51,456

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	44,874	31,673	28,747
Depreciation	25,975	21,450	25,782
Employee Benefits - Salaries	813,252	778,977	815,638
Information and Communication Technology	8,194	5,900	6,890
Library Resources	129	2,000	724
Staff Development	21,937	17,000	21,210
	914,361	857,000	898,991

5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fee	9,611	7,250	7,153
Board of Trustees Expenses	7,308	4,400	6,163
Board of Trustees Fees	2,908	3,000	2,870
Communication	624	750	1,034
Consumables	2,959	2,300	2,258
Employee Benefits - Salaries	62,087	55,280	59,974
Insurance	7,684	9,220	7,106
Other	1,184	1,299	1,089
Service Providers, Contractors and Consultancy	8,172	6,000	7,676
	102,537	89,499	95,323

6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Caretaking and Cleaning Consumables	4,730	4,180	6,078
Consultancy and Contract Services	25,477	25,140	24,688
Cyclical Maintenance Expense	61,191	15,286	(34,650)
Grounds	7,618	6,950	7,548
Heat, Light and Water	6,150	5,000	4,972
Rates	2,973	3,500	1,679
Repairs and Maintenance	15,543	10,500	8,446
Security	987	1,000	1,775
Use of Land and Buildings	289,257	280,000	272,860
	413,926	351,556	293,396

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 Current Account	57,827	61,675	22,456
Bank Call Account	199,746	200,035	201,101
Cash equivalents and bank overdraft for Cash Flow Statement	257,573	261,710	223,557

Of the $257,573 Cash and Cash Equivalents, $31,249 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2025 on Crown owned school buildings under the School's Five Year Property Plan.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	5,273	50,000	1,150
Receivables from the Ministry of Education	1,628	-	4,720
Interest Receivable	448	-	319
Teacher Salaries Grant Receivable	59,986	-	50,865
	67,335	50,000	57,054
Receivables from Exchange Transactions	5,721	50,000	1,469
Receivables from Non-Exchange Transactions	61,614	-	55,585
	67,335	50,000	57,054

9. Inventories

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Stationery	237	500	475

10. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Asset			
Short-term Bank Deposits	100,000	100,000	100,000

11. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	5,167	-	-	-	(743)	4,424
Furniture and Equipment	36,908	6,951	-	-	(9,033)	34,826
Information Technology	7,488	4,831	-	-	(4,380)	7,939
Leased Assets	4,337	3,102	-	-	(2,999)	4,440
Library Resources	495	-	-	-	(22)	473
Playground & Ground Improvements	45,538	17,185	-	-	(8,799)	53,924
Balance at 31 December 2024	99,933	32,069	-	-	(25,976)	106,026

The net carrying value of equipment held under a finance lease is $4,440 (2023: $4,337).

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 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $
Buildings	10,350	(5,926)	4,424	10,350	(5,184)	5,167
Furniture and Equipment	151,282	(116,456)	34,826	144,329	(107,422)	36,908
Information Technology	106,887	(98,948)	7,939	102,056	(94,569)	7,488
Leased Assets	16,143	(11,703)	4,440	13,040	(8,704)	4,337
Library Resources	827	(354)	473	827	(332)	495
Playground & Ground Improvements	156,124	(102,200)	53,924	138,938	(93,401)	45,538
Balance at 31 December 2024	441,613	(335,587)	106,026	409,540	(309,612)	99,933

12. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	12,724	50,000	15,129
Accruals	9,111	-	11,873
Employee Entitlements - salaries	60,703	-	51,975
Employee Entitlements - leave accrual	3,444	-	2,930
	85,982	50,000	81,907
Payables for Exchange Transactions	85,982	50,000	81,907
	85,982	50,000	81,907

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Ministry of Education Funding	-	2,000	2,625
Other Grants	3,000	-	-
	3,000	2,000	2,625

14. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	7,679	7,679	42,329
Increase to the Provision During the Year	15,333	15,286	11,853
Other Adjustments	38,321	42,035	33,497
Use of the Provision During the Year	-	-	(80,000)
Provision at the End of the Year	61,333	65,000	7,679
Cyclical Maintenance - Current	-	25,000	-
Cyclical Maintenance - Non Current	61,333	40,000	7,679
	61,333	65,000	7,679

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
No Later than One Year	3,070	299	2,673
Later than One Year and no Later than Five Years	2,381	1,914	2,285
Future Finance Charges	(535)	-	(283)
	4,916	2,213	4,674
Represented by			
Finance lease liability - Current	2,747	299	2,462
Finance lease liability - Non Current	2,169	1,914	2,212
	4,916	2,213	4,674

16. Funds Held for Capital Works Projects

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

2024	Project Number	Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M) $	Closing Balances $
SIP; AMS; SPG A:Combined DQLS Roofing (prev two Block A projects)	*220871*	(12,278)	43,527	-	-	31,249
School Fence		15,850	200	(16,050)	-	-
Totals		3,572	43,727	(16,050)	-	31,249

Represented by:	
Funds Receivable from the Ministry of Education	-
Funds Held on Behalf of the Ministry of Education	31,249
	31,249

2023	Project Number	Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M) $	Closing Balances $
SIP; AMS; SPG A:Combined DQLS Roofing (prev two Block A projects)	*220871*	(11,643)	-	(635)	-	(12,278)
School Fence		-	31,700	(15,850)	-	15,850
			-	-	-	
Totals		(11,643)	31,700	(16,485)	-	3,572

Represented by:	
Funds Held on Behalf of the Ministry of Education	15,850
Funds Due from the Ministry of Education	(12,278)
	3,572

17. Related Party Transactions

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

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

18. Remuneration

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	2,908	2,870
Leadership Team		
Remuneration	252,918	245,394
Full-time equivalent members	2	2
Total key management personnel remuneration	255,826	248,264
Total full-time equivalent personnel	2	2

There are 6 members of the Board excluding the Principal. The Board had 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 during the year.

Principal

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	130 - 140	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	2023 FTE
100 - 110	1	-
110 - 120	1	1

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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	-	-
Number of People	-	-

20. Contingencies

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

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

Pay Equity Settlement Wash Up

In 2024 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2024. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2024. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2025.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023: $15,850).

(b) Operating Commitments
As at 31 December 2024 the Board has not entered into any operating commitments (2023: nil).

22. Financial Instruments

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Financial assets measured at amortised cost			
Cash and Cash Equivalents	257,573	261,710	223,557
Receivables	67,335	50,000	57,054
Investments - Term Deposits	100,000	100,000	100,000
Total Financial Assets Measured at Amortised Cost	424,908	411,710	380,611
Financial liabilities measured at amortised cost			
Payables	21,835	50,000	27,002
Finance Leases	4,916	2,213	4,674
Total Financial Liabilities Measured at Amortised Cost	26,751	52,213	31,676

23. Events After Balance Date

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

OWHIRO BAY SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Occupation	Term expired/expires
Chris Loveday	Presiding Member	Selected Oct 2022	Operations Manager at Epi-interactive	Sep-25
Cilla Scott	Principal	Appointed	Principal	
Niky Clegg	Staff Rep.	Elected Nov 2023	Teacher	Sep-25
Dave Farrell	Parent Rep.	Elected 2024		Sep-25
Amanda Taylor	Secretary			
Shaun Seebaluck	Parent Rep.	Elected Oct 2023	Practice Lead - Project Management, NZ Police	Oct-26
Rebecca Barnes	Parent Rep.	Selected Nov 2022	National Security and International Policy Manager, NZ Police	Sep-25
Makere Derbyshire	Parent Rep.	Elected Oct 2023	Chief Advisor Maori and Maori Engagement for the British High Commission.	Apr-24

OWHIRO BAY SCHOOL

Kiwisport / Statement of Compliance with Employment Policy
For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support sport for school aged children.

In 2024 the School received Kiwi Sport funding of $1,410 (2023: $1,524).

Kiwisport funding was used to:

1. Cover registration fees for those unable to afford floorball, netball, or touch fees.
2. Transport students to the Southern Zone and Inter Zone sports event-Cross Country and Athletics.
3. Contribute towards the cost of professional swimming lessons at both Little Makos in Berhampore and WRAC (Kilbirnie Pool).

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Owhiro Bay School Board:

- Has developed and implemented personnel polices, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect 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 an complies with the conditions contained in the employment contract of all staff employed by the Board.

- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.

- Meets all Equal Employment Opportunities requirements.

BDO Wellington Audit Limited

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF ŌWHIRO BAY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Ōwhiro Bay School (the School). The Auditor-General has appointed me, Geoff Potter, using the staff and resources of BDO Wellington 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 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 the Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 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 the information included on pages 21 to 22, 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.



Geoff Potter
BDO WELLINGTON AUDIT LIMITED
On behalf of the Auditor-General
Wellington, New Zealand



ŌWHIRO BAY SCHOOL

AUDIT COMPLETION REPORT

FOR THE YEAR ENDED

31 DECEMBER 2024

BDO

30 May 2025

Chris Loveday
Presiding Member
Ōwhiro Bay School
By Email: 22loveday22@googlemail.com

Dear Chris,

We have pleasure in presenting our Audit Completion Report for our audit of the financial statements for Ōwhiro Bay School for the year 31 December 2024.

The report is intended solely for the use of the Board of Ōwhiro Bay School and presents a summary of the more significant matters arising from our audit procedures in forming an audit opinion over the financial statements. It also includes reporting by us on matters we are required to under International Standards on Auditing.

We would like to emphasise that our audit work involves the review of only those systems and controls in your organisation upon which we rely on for audit purposes. Our examination may not have identified, and should not be relied upon to identify, all control weaknesses that may exist.

We take this opportunity to express our appreciation for the assistance and co-operation provided by your staff and management during the audit.

Yours faithfully,
BDO WELLINGTON AUDIT LIMITED

Geoff Potter
Partner
Audit & Assurance Services

DDI: +64 4 498 3864
Email: geoff.potter@bdo.co.nz

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1. EXECUTIVE SUMMARY

STATUS OF THE AUDIT AND THE AUDIT OPINION

Our audit of Ōwhiro Bay School's (the "School") financial statements for the year ended 31 December 2024 is complete. Subject to the resolution of matters arising in this report, review of the final draft financial statements, receipt of a signed letter of representation, approval by the Board of the financial statements and the finalisation of our audit completion procedures.

We have issued an unqualified audit opinion.

We welcome your feedback on the effectiveness of the audit process and are available to discuss our performance.

AREAS OF SIGNIFICANT RISK AND AUDIT EMPHASIS

Our audit approach considered the inherent risks in your business, their potential impact on the financial statements and the associated risk mitigations and controls in place. The significant matters arising from our audit work are:

- Fraud Risk over Revenue Recognition/Completeness
- Cyclical Maintenance Provision
- Management Override

We were able to obtain sufficient and appropriate audit evidence in respect to these items and have no significant findings to bring to your attention. Refer to Section 2 for our comments in respect to each significant risk and area of audit emphasis.

SUMMARY OF UNCORRECTED MISSTATEMENTS

There were no errors left uncorrected at the conclusion of our Audit.

INTERNAL CONTROLS

Our audit approach requires us to obtain an understanding of an entity's internal controls in order to identify assess the risk of material misstatement of the financial statements whether due to fraud or error but is not designed to provide assurance over the overall effectiveness of controls operating within the School.

We have included in Appendix 2 of this report, a summary of our findings and recommendations arising as a result of our audit procedures.

We have received full and frank cooperation from management and staff in respect to our audit. There is nothing we wish to raise solely with the Board.

2. KEY FINANCIAL STATEMENT AUDIT RISKS AND AREAS OF AUDIT EMPHASIS

Our audit procedures were focused on those areas of the Schools's activities that are considered to represent the key audit risks identified during the risk assessment process undertaken and communicated with you through the audit arrangements letter at the planning phase of the audit. Below we present a summary of the identified key areas of risk and audit emphasis and our conclusions in relation to each matter. We are satisfied that these areas have been satisfactorily addressed through our audit processes.

FRAUD RISK OVER REVENUE RECOGNITION / COMPLETENESS	
Area of Audit Emphasis	**Conclusion/Response**
There is a presumed fraud risk over the following Revenue streams; Government Grants, Other Grant and Donations, Fundraising Income.	We have developed an understanding of the systems and controls over revenue and assessed any weaknesses that may lead to fraud. We performed a walk-through test to verify the controls are in place and where controls are considered inadequate these have been reported to the school and we designed specific audit procedures to mitigate the risk of a material misstatement. We completed analytic procedures based off our expectations for Completeness of Parent Donations and Fundraising. We confirmed Government Grants to MOE Confirmation. We obtained material Grant documents to determine if Revenue has been correctly recognised based off return clauses within the agreements. Auditor noted there were no issues relating to the testing performed above, and all testing mentioned was performed.

CYCLICAL MAINTENANCE PROVISION	
Area of Audit Emphasis	**Conclusion/Response**
Cyclical Maintenance is an area of judgment and could lead to material misstatement in the financial statements. Misstatements can occur due to: - Incorrect dates for when painting was last done - Incorrect dates for when the next paint is due - The plan is incomplete in considering all buildings the Board is responsible for - Inaccurate or out of date amounts for what the painting will cost - The calculations are inaccurate It is the responsibility of the Board to review the 10 Year Property Plan (10YPP) for Cyclical Maintenance annually and check the elements of the plan are accurate and remain appropriate. It is a statutory requirement to have the plan reviewed and updated by an expert every 3 years.	We obtained and reviewed the School's 10YPP and any other supporting documentation to assess whether the provision at balance date is materially correct. We ensured that the 10YPP and the cyclical maintenance provision calculation have been updated recently, otherwise factored in the impact of inflation. Auditor notes no issues surrounding the Cyclical Maintenance testing.

MANAGEMENT OVERRIDE

Area of Audit Emphasis	Conclusion/Response
Management override is the terminology used to describe the fact that Management (the Principal, primary Administrator and your Accounting Service Provider) are in a position where they are able to circumvent the controls that are in place that protect the School against the risk of fraud. Under Auditing Standards we are required to assume that there is a risk that Management are able to do this and plan our audit procedures accordingly.	We assessed the segregation of duties within your key financial areas such as local funds, expenses and payroll and identified the key controls that exist that help to prevent the risk of fraud. We considered where there may be an absence of controls in our stand back assessment of the effectiveness of the design and implementation of the overall control environment. Our audit procedures in the areas of key risk are designed to focus on the risk of fraud and material misstatement. Manual journals present an opportunity for fraud to occur through the manipulation of financial information to draw attention away from where fraud may have occurred. We reviewed manual journals and focused on any areas where a risk of judgement, estimation or cut-off risk existed with management override in mind. Auditor noted no issues throughout our testing.

3. INTERNAL CONTROL, EMERGING ISSUES AND OTHER AUDIT FINDINGS

This section of the report sets out the key internal control findings we have identified during the course of the audit and highlights control deficiencies requiring management attention. Our work has been limited to those controls relevant to the audit of your statutory financial statements. The purpose of our audit work on controls is not to provide assurance in its own right on the internal controls and therefore we may not necessarily disclose all matters that might be significant deficiencies or deficiencies that heighten the risk of a fraud being perpetrated.

The findings and recommendations have been discussed and agreed with the School's Management.

MAINTAINING YOUR FIXED ASSET REGISTER	
Finding	**Conclusion/Response**
We noted that the fixed asset register (FAR) included computer equipment that had been disposed of but not removed from the register. Additionally, assets recorded with a nil net book value (NBV) and acquired prior to 2016 totalled $207,266. These assets may no longer provide any economic benefit to the school. The presence of outdated or disposed assets in the FAR can lead to discrepancies between the general ledger and the actual assets held, complicating year-end reconciliations and impairing the accuracy of financial reporting. The asset register needs to be an up-to-date record of the actual assets that are held at the school.	We recommend that the school updates the fixed asset register to reflect all asset purchases and disposals as they occur. Specifically, the computer equipment asset FA-0011 identified during the interim audit should be removed from the FAR. Furthermore, we recommend that the school undertakes a comprehensive review of the FAR to identify and remove obsolete assets, particularly those with a nil NBV and acquired before 2016. This review should be conducted at least annually, with more frequent checks (e.g., quarterly) for high-value or mobile items. Any assets that are lost, discarded, or no longer in use should be written off in accordance with the school's asset management policy. Maintaining an accurate and up-to-date asset register will enhance the reliability of financial reporting, reduce the effort required for year-end reconciliations, and support better asset management and planning.

PREPARING A FULL BUDGET

Finding	Conclusion/Response
Regulation 11(i) of the *Education (School Planning and Reporting) Regulations 2023* requires schools to prepare and disclose budgeted figures for the Statement of Revenue and Expenses, Statement of Financial Position (Balance Sheet), and Statement of Cash Flows. We noted that the school's 2024 budget did not include revenue and expenditure related to the use of land and buildings. Additionally, no cash flow budgets were provided for either the 2024 or 2025 financial years. The absence of these components means the school is not fully complying with legislative requirements and may be limiting the Board's ability to effectively manage its financial position and cash flow planning.	We recommend that the Board ensures a complete budget is prepared at the start of each financial year. This should include: • A **Statement of Revenue and Expenses** that incorporates all relevant income and expenditure, including the use of land and buildings. • A **Statement of Financial Position** to reflect the school's expected financial standing. • A **Statement of Cash Flows** to support effective cash management and planning. These statements should be prepared in sufficient detail to meet the disclosure requirements of the Kiwi Park model financial statements. Ensuring completeness and accuracy in the budget will help the school meet its legislative obligations and avoid the risk of audit qualifications or the need to disclose breaches in the financial statements.

4. REQUIRED COMMUNICATIONS WITH GOVERNANCE

Matter	How the matter was addressed
Auditors responsibility under generally accepted auditing standards	We are responsible for completing an audit in accordance with generally accepted auditing standards in New Zealand. The detailed terms of which are set out in our audit engagement letter.
Confirmation of Audit Independence	In conducting our audit, we are required to comply with the independence requirements of PES-1 Code of Ethics for Assurance Practitioners issued by the External Reporting Board. Our own internal policies and procedures are put in place to identify any threats to our independence, and to appropriately deal with and, if relevant, mitigate those risks. For the comfort of the Board, we note that the following processes assist in maintaining our independence: No other work is permitted to be undertaken by any BDO office without the express approval of the audit engagement partner. All services performed by any national BDO office will be reported to the governing body. Audit fees billed for the 2024 audit was $9,111. There were no other services provided by our firm for the 2024 financial year.
Management Judgements and Estimates	Under International Standards on Auditing (NZ), we have a responsibility to ensure that you have been informed about the process used by the School in formulating particularly sensitive accounting estimates, assumptions or valuation judgements. Overall we note that the judgements and estimates by management in preparing the results for the year ended 31 December 2024 appear reasonable. Key matters impacting on our audit have been raised in sections 2 and 3 of this report if applicable.

Matter	How the matter was addressed
Matters requiring Board input	We have placed reliance on the Board's review and approval of the following matters: • Minutes of the Board meetings; • Implementation of such controls as is needed to ensure that financial statements are presented fairly; • Review and approval of management accounts; • Review and approval of annual budget; • Notification of fraud; and • Review and approval of the financial statements.
Accounting policies	There were no changes in accounting policies or interpretations of accounting policies that impacted on your financial statements in the current year. Auditing standards require us to discuss with you the qualitative aspects of the School's accounting practices and financial reporting. There were no new accounting standards that had a significant effect on the School's financial statements for the year ending 31 December 2024.
Materiality and adjusted differences	Materiality means, in the context of an audit or review, if financial information is omitted, misstated or not disclosed it has the potential to affect the decisions of users of the financial statements. Materiality is used by auditors in making judgements on the amount of work to be performed, which balances require work and for evaluating the financial report. Materiality is initially calculated at the planning stage and has an influence on the amount of work we do, as well as where we direct our audit efforts. Materiality is not only based on a numeric quantification but is assessed qualitatively for some balances and disclosures. There were no errors left uncorrected at the conclusion of the audit. During the course of our audit, we identified misstatements which have been corrected in the financial statements these have been detailed in Appendix 1 of this report. It should be noted that the auditing standards do not require us to communicate misstatements that are considered "clearly trivial" and as such, if we identify such misstatements we will not communicate these to you. We consider "clearly trivial" to be 5% or less of our planned materiality.

Matter	How the matter was addressed
Going concern	We have undertaken a review of management and those charged with governance' assessment of the ability of the School to continue as a going concern for 12 months from the date of signing the audit report and therefore whether the going concern basis for the preparation of the financial statements is appropriate. We identified no issues or concerns that lead us to conclude the going concern assumption cannot be relied upon.
Fraud	During the audit, no matters relating to fraud, concerning either employees or management, have come to our attention. It should be noted that our audit is not designed to detect fraud, however, should instances of fraud come to our attention, we will report them to you.
Compliance with laws and regulations	We have made enquiries in relation to compliance with laws and regulations during the course of our audit. We have not become aware of any instances of non-compliance with laws and regulations which has materially impacted the financial position or performance of the School.
Significant findings from the audit	Other than those documented in the executive summary and sections 2 and 3 of this report, there were no significant matters arising from the audit.
Disagreements with management	There have been no disagreements with management over matters of significance to the audit.
Difficulties encountered during the audit	There have been no significant difficulties encountered during the audit.
Consultations with other accountants and consultants	We have considered the need for other accounting specialists during our work and determined, due to the nature of the engagement and experience and knowledge of the engagement team, that no specialists were necessary for the current period.
Management representation letter	We have not requested specific representation from management in addition to those areas normally covered by our standard representation letter.

APPENDIX 1 - ADJUSTED DIFFERENCES

AUDIT ADJUSTMENTS

The following audit adjustments have been made to the financial statements.

Description	Assets	Liabilities	Reserves	Profit
	DR/(CR)	DR/(CR)	DR/(CR)	DR/(CR)
	$	$	$	$
Journal to move TJ McCarthy grant to Income in Advance	-	(1,000)	-	1,000
Journal to recognise the recovery of staff salary overpayments	2,973	-	-	(2,973)
Net Effect of Adjustments not made:	2,973	(1,000)	-	(1,973)

APPENDIX 2 - UPDATE ON FINDINGS FROM PRIOR YEAR

Locally Raised Funds GL Coding	
Finding	**Update**
We noted that some of the general ledger transactions were not comparable due to them sitting in different Locally Raised Funds codes for both 2022 and 2023.	Cleared: Per the Principal's comments, the school will make sure any revenue received is coded to the relevant locally raised funds category rather than coding to Other Revenue. Upon review of the general ledger in Xero, we noted more transactions in the other locally raised funds accounts, not just in Other Income.

Credit Card Expense	
Finding	**Update**
During the Interim audit procedures, we have noted that Monthly Credit Card Statements were not used, but instead Finance Admin printed out "Transaction Report" from Online banking to track Credit Card Expenditure. Although the records included Presiding Member's signature as evidence of review, those individual transaction report's date ranges differ and some reports' date periods overlap each other, which throw inaccuracy in recording Credit Card Expenditures. Additionally, not all Credit Card receipts are attached to the credit card statements.	Cleared: During our interim visit, we noted that the school has started printing out the monthly credit card statements. We recommend that school use monthly Credit Card Statements when attaching the credit card receipts, instead of a printed "transaction report". We also highly recommend keeping all credit card receipts for each credit card expense with detailed annotation attached to the credit card statements.



TE KURA O Ōwhiro BAY SCHOOL

Rangatiratanga + Open-mindedness + Creativity + Kotahitanga + Success

Annual Report

Ōwhiro Bay School 2024

Contents

Statement of variance: progress against targets (required)
Evaluation of the school's students' progress and achievement (required)
How we have given effect to Te Tiriti o Waitangi (required)
Statement of compliance with employment policy (required)
Financial statements (required)
Statement of responsibility signed and dated
Statement of comprehensive revenue and expense
Statement of changes in net assets/equity
Statement of financial position
Statement of cash flows
Notes to the financial statements
Independent auditor's report signed and dated
Report on other special and contestable funding (required)
Kiwisport funding (required)

Statement of Variance - 2024

School Name:	Ōwhiro Bay School 2024	**School Number**:	2942

Strategic Aim 1	**Powerful Learning: Our ākonga will experience success through quality teaching and learning, and a relevant and localised curriculum that is evidence based**
Annual Aim	1.1 Lift achievement in Literacy school wide for ALL learners
Target	**WRITING** • As we are working as a whole school on the development of a structured approach to Writing in 2024, we will have a target in each year level for students who are not currently working at expected levels. • We will also *track* the progress of ākonga working at the expected level to ensure they continue to make progress in writing during the year, especially because we are embarking on this new approach. • Our aim is for every identified student to move at least one sub-level in their easTTle assessment by the end of the year.
Baseline Data	

Overall Teacher Judgements: Whole School Writing 2024

Working Towards Expectation		**Working At Expectation**		**Working Above Expectation**	
Term 1	**Term 4**	**Term 1**	**Term 4**	**Term 1**	**Term 4**
31.8%	31.6%	51.8%	48.4%	16.5%	20%

Target Students (25) for Writing 2024: easTTle assessment

Went down a level	**Stayed at the same level**	**Moved one sub level**	**Moved more than one sub level**
1 student	8 students	11 students	5 students

Actions What did we do?	**Outcomes** What happened?	**Reasons for the Variance** Why did it happen?	**Evaluation** Where to next?
• Worked with Dr Helen Walls looking at more targeted and purposeful ways to teach writing and spelling • Years 0 - 3 started the MoE fundedStructured Literacy training in Term 3 and 4, provided by Learning Matters. This continues into terms 1 and 2 of 2025. • Took part in several staff hui focused on teaching writing, spelling and handwriting	• 68.4% of our ākonga are working At or Above expectation • In term one, there were 14 ākonga considered to be above expectation, and now there are 19 represented here. • There are Years 0 and 1 ākonga working above expectation which is unusual, but exciting. • We now have 2 Year 4 students working Above expectation • There was no significant shift in the percentage of students working towards the expectation for their level/age • Having 16 students in the target group move one or more sub levels is exciting progress	• Teachers are still becoming secure in their teaching practice using a structured approach. • We note that we are becoming more accurate and consistent in our assessments of where students are at in their learning and where they should be placed against the curriculum. • The positive progress of 16/25 target students indicates that intensive monitoring and focused teaching has had a real impact	• Maintain the consistency of practice, be clear about the structure of lessons and ensure fun, enriching content. • Consider the needs of our Tier 2 and Tier 3 learners and how we will support them • 3 more teachers begin the MoE PLD in Structured Literacy (Learning Matters Cohort 3) - aligning what is being learned in the training with writing and ensuring both complement and support the other. • Develop teacher practice and pedagogy alongside the new refreshed English curriculum

Planning for next year - 2025 (Structured Literacy - Writing)

- Meeting with Dr Helen in January to plan next steps for teachers in their teaching and next steps for students in their writing.
- Devise a clear outline of what Writing (teaching and learning) looks like at Ōwhiro Bay School.
- Developing a process for peer observation to ensure consistency of process, accountability and fidelity e.g. what a lesson should have
- Develop guidelines within the plan to address the needs of those students not currently working at the level expected of them (Tier 2 and 3 students). This will include spelling data.
- Ensure teachers are providing regular feedback to every student (at least 3 times per week), setting clear goals and monitoring progress
- Ensure teachers are capturing achievement clearly in reporting to parents, in a timely manner
- Structured Literacy development continues with for all staff (with senior teachers and our new New Entrant teacher starting their PLD with Learning Matters)

Strategic Aim 2	**Powerful Learning: Our ākonga will experience success through quality teaching and learning, and a relevant and localised curriculum that is evidence based.**
Annual Aim	1.1 Lift achievement in Literacy school wide for ALL learners
Target	**READING: Raise the achievement in reading of our Māori ākonga** • We wish to compare equity across the school and therefore will look at the achievement of all of our Māori ākonga • We will look at their achievement in the following areas which will inform the overall teacher judgment : - Oral Reading Rate - Reading comprehension - Reading fluency - Reading disposition and behaviours • We will compare this data with the achievement of non-Māori students across the school
Baseline Data	**Baseline Data (end of term 1, 2024) compared to end of year data: Māori ākonga: Reading**

	Towards Expectation		At Expectation		Above Expectation	
	Term 1	**Term 4**	**Term 1**	**Term 4**	**Term 1**	**Term 4**
Whole School	32.9%	23.2%	38.8%	46.3%	28.2%	30.5%
Māori ākonga	65.2%	37%	26.1%	51.9%	8.7%	11.1%

Actions What did we do?	**Outcomes** What happened?	**Reasons for the Variance** Why did it happen?	**Evaluation** Where to next?
• We have embraced a new test to dive deeply into students' reading skills and behaviour called the DIBELS. Teachers have now had 3 attempts at administering and analysing the data, and using it to inform their next steps in teaching of their ākonga. This is the first year of administering and analysing this test, and the children's first experience of it. • iDeaL Platform and Learning Matters MoE funded PLD began in Term 3 for 3 teachers and the principal	**Māori ākonga** • We are seeing some positive shifts for our Māori ākonga • Māori children in Year 2 are now all working at the expected level (1 AT and 1 ABOVE) • 5 Māori ākonga have moved from BELOW to AT, and there are 8 more students working AT than in Term 1. • There has been no significant shift (decrease) in the number of Māori students working towards expectation since the end of 2023 **Whole School** • 76.8% of our tamariki are working At or Above expected levels compared to 67% in Term 1 • Our data is slowly, but steadily on the improve • There are 6 students who have moved from Working Towards to At across the year. 5 more children were Above in Term 4 than in Term 1	**Māori ākonga** • Our major concern is that our Māori children are not achieving at the same *rate* as their non-Māori peers • Of the 10 ākonga Māori who are still in the Working Below category, 9 are on our Learning Support Register for a variety of reasons. We consider 3 of these 9 to have very high Learning Support needs. 4 of these students have an external agency supporting them. We have seen significant shifts for most of these students but regrettably this does not keep pace with curriculum level. **Whole School** • Our Year 4 cohort continues to need careful monitoring. 2/8 of these students are ORS funded, 7/8 are currently on our Learning Support register for a variety of factors that impact on their progress. There is significant support for this year group, including RTLB, a Specialist ORS teacher and teacher aide support.	**Māori ākonga** • Continue to refine our North East practices - ensure we are teaching in ways that work for all ākonga and their whānau. Maintain high expectations and ensure positive and proactive relationship pedagogy is at the forefront of how we do things **Whole School** • We know, for those children who receive ORS funding their learning is measured differently against their Individual Education Plan goals. Whilst we include these children in our whole school data report, these children are expected to make slower progress than their peers. • As we become more adept and proficient in the new Structured Literacy approach to teaching Reading, we expect this will have an impact on our learners progress overall. The Year 4-6 team and our new junior school teacher will be doing the iDeaL training next year. The junior teachers are currently on this learning path and this will help us to provide more consistency of practice across the school.

Planning for next year - 2025 (Structured Literacy)

- Building strong relationships early in the year - learning about student interests and experiences through initial Meet the Teacher discussions and goal setting conferences
- Using lessons in the iDeal Platform that are well structured, systematic and targeted to the appropriate level
- Opportunities to connect and share learning, building confidence to share learning
- Panui tahi in the senior school focused on tuakana teina relationships
- Rich texts are of high interest to engage learners, rich vocabulary discussion, text structure and building prior knowledge to then be activated in the writing lesson
- Ensure that we use a collection of text that reflect students experiences and context

Strategic Aim 2	**Powerful Learning: Our ākonga will experience success through quality teaching and learning, and a relevant and localised curriculum that is evidence based.**
Annual Aim	**1.2 Lift achievement in Numeracy school wide for ALL learners**
Target	**Mathematics:** To raise achievement in Maths We are implementing a new, structured approach to teaching maths called Maths No Problem. This is a systematic, mastery approach that is taught by year level. We have invested significantly in the required resources, including textbooks, student workbooks and an online platform for teachers. We will focus on the progress of our Year 6 learners for this target. We will also compare this to the whole school achievement.
Baseline Data	**Baseline Data end of term 1, 2023 compared with end of term 4, 2024 - Mathematics Whole School**

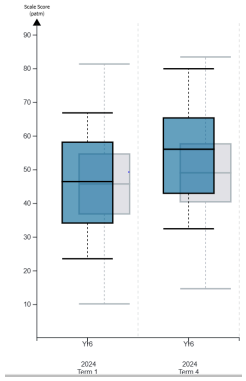
	Below Expectation		At Expectation		Above Expectation	
	End 2023	**End 2024**	**End 2023**	**End 2024**	**End 2023**	**End 2024**
Whole School	26.3%	25.3%	52.6%	54.7%	21.1%	20%
Māori ākonga	61.9%	44%	38.1%	55.6%	-	-

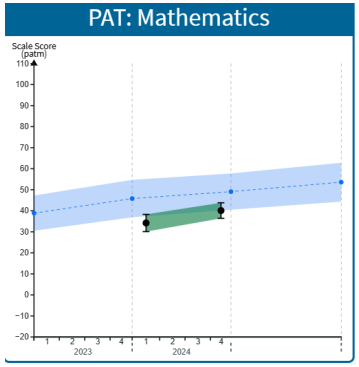
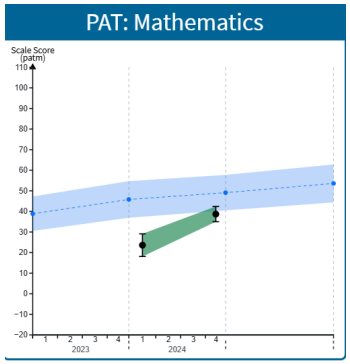
Year 6 Achievement

	Below Expectation		At Expectation		Above Expectation	
	Term 1	**Term 4**	**Term 1**	**Term 4**	**Term 1**	**Term 4**
Year 6 cohort	19%	12%	44%	65%	37%	23%

Baseline data and assessment tools:

- Maths No Problem end of topic/chapter assessments
- PAT Maths Year 3 - 6 Terms 1 and 4
- Teacher anecdotal comments and observations/team analysis of achievement in hui discussions
- Teacher Overall Teacher Judgements

Actions What did we do?	**Outcomes** What happened?	**Reasons for the Variance** Why did it happen?	**Evaluation** Where to next?
• Implemented Maths No Problem - an approach based on Mastery Pedagogy • Maths was taught in Year level groups, rather than ability grouping. • Bought/made new maths equipment to support the new CPA (Concrete, Pictorial, Abstract) approach. • Used questions from the textbooks as reading tasks to check comprehension • Utilised tuakana teina approach with collaborative buddies as part of lesson structure.	At the end of Term 1 18% of our Year 6 students were achieving below expected levels. Our end of year data shows that this has decreased to 12%. The PAT data has shown a shift across all data domains. The Mean Scale Score went from 47 to 54.9.  2 students are still working below expected levels. These 2 students still showed progress from Term 1 to 4 Student 1:	Working in a whole year group has meant that content being covered can be worked through together - both cooperative pairs (that are assigned by teacher) and independent work which is done with other peers. A lot more content has been covered due to the pace of the scope and sequence Maths No Problem provides. The bar modelling way of expressing problems was a steep learning curve for all students, which did make the beginning of the year tricky (as MNP is cumulative) and is written in a way that assumes the students have been exposed to this style in their junior year. Of the students that are not achieving at expected levels, both of them are on the learning support register. 1 student has many factors that are affecting his ability to participate in a classroom. The other student has learning challenges across both literacy and numeracy.	• We took on MNP on the recommendation of a fellow colleague and after observing it in action at another kura. This was a significant invesdtment for the school and we feel a positive one. • Now that the Ministry of Education have endorsed MNP as a suitable programme to use that reflects the principles of the Science of Learning, we are excited to be continuing with the programme. • In 2024 we were the only Wellington school using Maths No Problem. We are now looking forward to sharing practice across other schools who are using the programme, to help build our capacity and broaden our understanding of how the programme can be delivered effectively • We were visited by several other schools keen to see the programme in action and their teachers were impressed to see the impact of the teaching on pour learners, and the quality of content and it's delivery • The equipment required is quite substantial. We need to make investment into ensuring we have enough of what is required (as the same concept is taught across the school at the same time) • Continue to cull excessive resources that are no longer required (without

	 Student 2:  Increased content knowledge across the curriculum, as shown in application in other areas.		throwing the baby out with the bath water)

Planning for next year - 2025 (Structured Mathematics)

- Whilst we await guidance from the MoE regarding effective and expected maths assessment, we will continue to explore the most effective means of tracking our students - for example using a MNP tracking map as shared with us
- Look forward to our Maths Curriculum PLD sessions starting in Term 3, working with a MoE approved facilitator and Berhampore School
- Continue to refine and deepen our understanding of the MNP mastery pedagogy
- Continue to refine and deepen our understanding of the new Maths Curriculum and how this aligns with MNP
- Schedule at least one MNP hui per term
- Include observations of maths by SLT and/or buddies to ensure consistency of delivery and practice across the school

End of Year Data 2024

Reading OTJs Term 1-4 2024: Whole School												
	Working Towards Expectation				At Expectation				Above Expectation			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Yr 0	n/a	n/a	0	14% (1)	n/a	n/a	100% 4	71% (5)	n/a		0	14%(1)
Y1	13% (1)	25% (3)	25%(3)	17%(2)	88% (7)	58% (7)	58%(7)	67%(8)		17% (2)	17% (2)	17%(2)
Y2	31% (4)	25% (3)	17%(2)	8%(1)	46 %(6)	58% (7)	58%(7)	50%(6)	23% (3)	17% (2)	25% (3)	42%(5)
Y3	28%(5)	33% (6)	32%(6)	16% (3)	39% (7)	44% (8)	21%(4)	37% (7)	33% (6)	22% (4)	47%(9)	47%(9)
Y4	75% (9)	73% (8)	73%(8)	73%(8)	0	27% (3)	27%(3)	9%(1)	25% (3)	0	0	18% (2)
Y5	29%(5)	41% (7)	24%(4)	29% (5)	53%(9)	47% (8)	35%(6)	41% 7	18%(3)	12% (2)	41%(7)	29% 5
Y6	24% (4)	29% (5)	13%(2)	12%(2)	24% (4)	35% (6)	63%(10)	59%(10)	53% (9)	35% (6)	25%(4)	29%(5)
Total	32.9% (28)	36.8% 32	27.5% 25	23.2%(22)	38.8% 33	44.8% 39	45.1%(41)	46.3% 44	28.2% 24	18.4% 16	27.5% 25	30.5% 29
Reading OTJs Term 1 - 4: NZ Māori												
	Working Towards Expectation				At Expectation				Above Expectation			
Total	65.2% (15)	59.3% 16	44.4% 12	37% 10	26.1% (6)	37% 10	44.4% 12	51.9% 14	8.7% (2)	3.7% 1	11.1% 3	11.1% 3

See Statement of Variance above for further analysis

Writing OTJs Term 1 - 4 2024: Whole School												
	Working Towards Expectation				At Expectation				Above Expectation			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Y0	n/a	n/a	0	0	n/a	n/a	100%(4)	86%(6)	n/a	n/a	0	14%(1)
Y1	13% (1)	8% (1)	8%(1)	25%(3)	88% (7)	92% (11)	83%(10)	58%(7)	0	0	8%(1)	17%(2)
Y2	23% (3)	17% (2)	17%(2)	25(3)	54% (7)	58% (7)	58%(7)	50%(6)	23% (3)	25% (3)	25%(3)	25%(3)
Y3	28% (5)	28% (5)	21%(4)	26%(5)	50% (9)	50% (9)	53% (10)	47%(9)	22% (4)	22% (4)	26%(5)	26%(5)
Y4	67% (8)	64% (7)	64%(7)	73%(8)	33 (4)	36% (4)	36%(4)	9%(1)	0	0	0	18%(2)
Y5	29% (5)	29% (5)	29%(5)	35% 6	59% (10)	53% (9)	47%(8)	53% 9	12% (2)	18% (3)	24%(4)	12%(2)
Y6	29% (5)	35% (6)	38%(6)	29%(5)	41% (7)	41% (7)	44%(7)	47%(8)	29% (5)	24% (4)	19%(3)	24%(4)
Total	**31.8% (27)**	**29.9% 26**	**27.5% 25**	**31.6% 30**	**51.8% 44**	**54% 47**	**54.9% 50**	**48.4% 46**	**16.5% 14**	**16.1% 14**	**17.6% 16**	**20% 19**

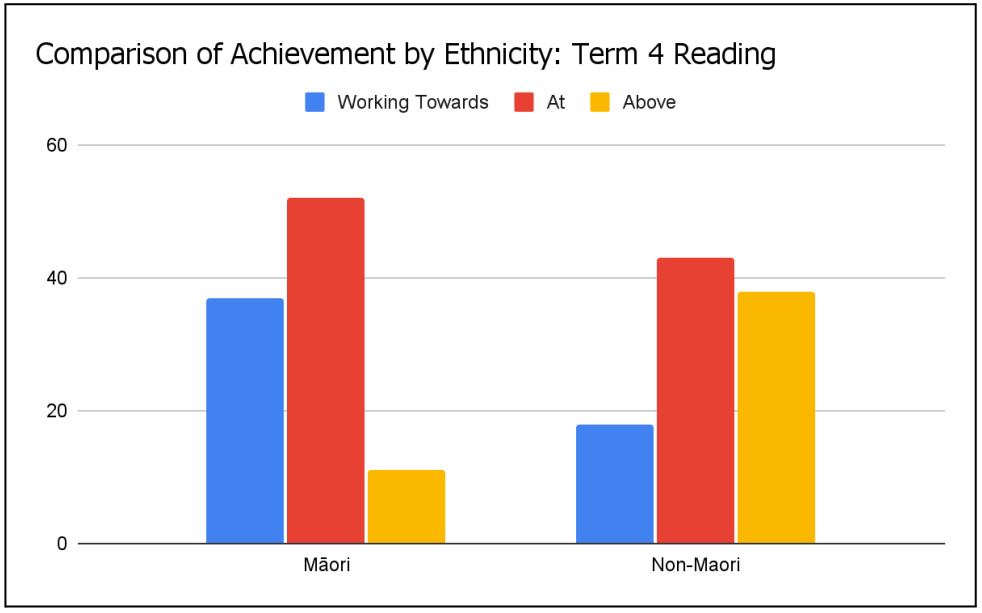
Writing OTJs Term 1 - 4 2024: NZ Maori												
	Working Towards Expectation				At Expectation				Above Expectation			
Total	**52.2% (12)**	**48.1% 13**	**44.4% 12**	**55.6% 15**	**34.8% (8)**	**48.1% 13**	**51.9% 14**	**37% 10**	**13% 3**	**3.7% 1**	**3.7% 1**	**7.4% 2**

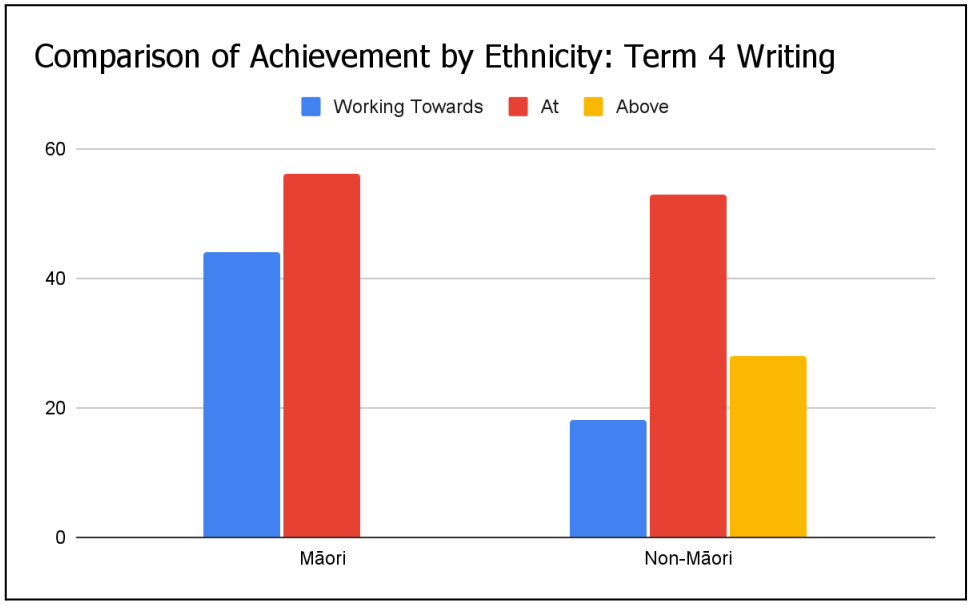
See Statement of Variance above for further analysis

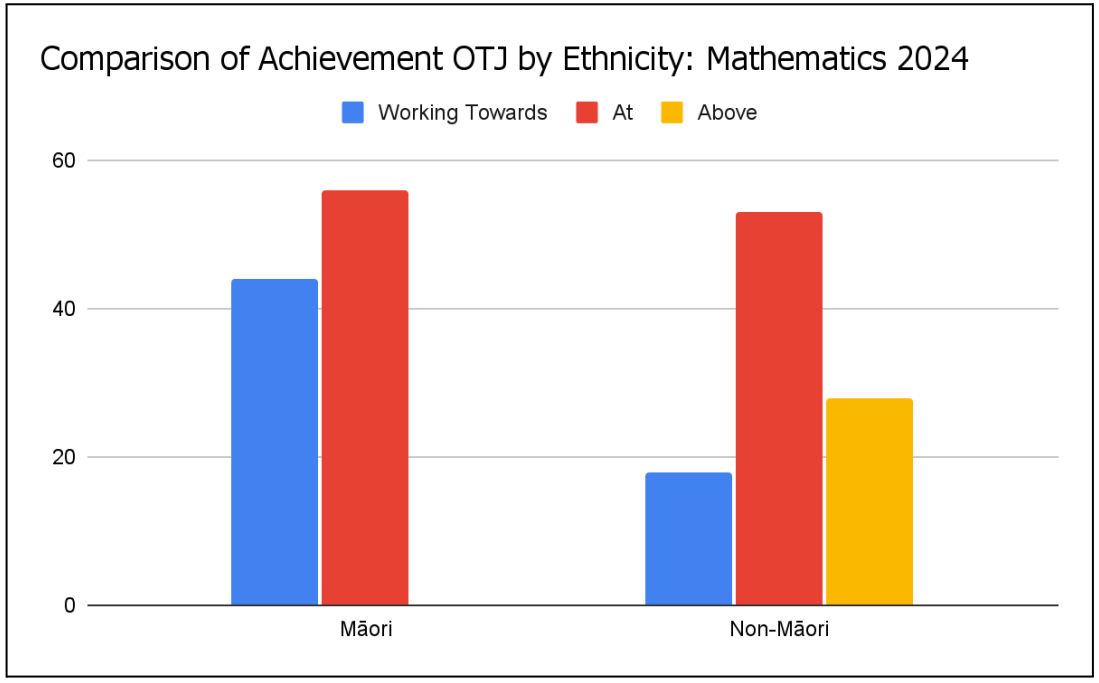
Mathematics OTJs Terms 1 - 4 2024: Whole School												
	Working Towards Expectation				At Expectation				Above Expectation			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Y0	n/a	n/a	0	0	n/a	n/a	100% (4)	86%(6)	n/a	n/a	0	14% (1)
Y1	13% (1)	17% (2)	17% (2)	25%(3)	75% (6)	75% (9)	75% 9	58%(7)	13% (1)	8% (1)	8% 1	17%(2)
Y2	31% (4)	17% (2)	17% (2)	25%(3)	54% (7)	75% (9)	58% 7	50%(6)	15% (2)	8% (1)	25% 3	25%(3)
Y3	6% (1)	28% (5)	16%(3)	32%(6)	83% (15)	50% (9)	58% 11	42%(8)	11% (2)	22% (4)	26% 5	26%(5)
Y4	42% (5)	36% (4)	36%(4)	36%(4)	33% (4)	45% (5)	55% 6	45%(5)	25% (3)	18% (2)	9% 1	18%(2)
Y5	29% (5)	24% (4)	29%(5)	35% 6	65% (11)	71% (12)	53% 9	53% 9	6% (1)	6% (1)	18% 3	12%(2)
Y6	18% (3)	24% (4)	25%(4)	12%(2)	41% (7)	59% (10)	50% 8	65%(11)	41% (7)	18% (3)	25% 4	24%(4)
Total	**22.4% 19**	**24.1% 21**	**22% 20**	**25.3% 24**	**58.8% 50**	**62.1% 54**	**59.3% 54**	**54.7% 52**	**18.8% 16**	**13.8% 12**	**18.7% 17**	**20% 19**
Mathematics Term 1 - 4 NZ Māori 2024												
	Working Towards Expectation				At Expectation				Above Expectation			
Total	**43.5% (10)**	**37% 10**	**40.7% 11**	**44.4% 12**	**52.2% (12)**	**63% 17**	**59.3% 16**	**55.6% 15**	**4.3% 1**	**0**	**0**	**0**

See Statement of Variance above for further analysis

Comparing Achievement of Māori ākonga to non-Maori ākonga: Term 4 2024







DIBELS - Reading Skills Assessment

DIBELS is a series of short (one minute) assessments to screen and monitor progress from Year 1 - Year 9. DIBELS helps show the progress of all students. It can tell us who is at risk of reading failure, what areas of reading we need to dig deeper into and if our teaching is resulting in learning.
There are 3 assessment points

- Beginning of year (B.O.Y - February)
- Middle of year (M.O.Y - June)
- End of year (E.O.Y - October)

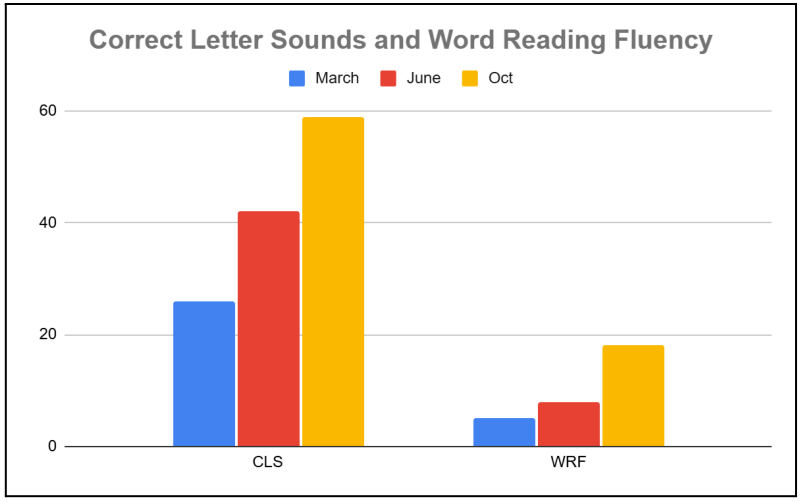
For our year 0 - 1 students in Room 5, we are analysing 2 sub-tests. The first focuses on the students ability to identify sounds in words independently, and segment and blend those sounds (nonsense words). This is a precursor to oral reading fluency which is assessed in Years 2 - 6. The second test assesses their ability to read whole words, without segmentation.

In years 2 - 6, we are analysing the oral reading fluency (ORF) rates and the accuracy of that reading.
Reading fluency is important because it is one of the most reliable determiners of a student's ability to comprehend text. Reading fluency has been called the bridge between decoding and comprehension (Chard & Pikulski 2005).
We are comparing our March and June and October data in this report.

Year 1 Data: Dibels

For our year 0 - 1 students in Room 5, we are analysing 2 sub-tests. The first focuses on the students ability to identify sounds in words independently, and segment and blend those sounds (nonsense words). This is a precursor to oral reading fluency which is assessed in Years 2 - 6. The second test assesses their ability to read whole words, without segmentation.

- Student A has gone from 14 to 44 in PSF in one term.
- Student B has gone from 38 to 85 in PSF in one term.
- Student C has gone from 3 to 12 WRF in one term.



Areas to address or note:

Huge variation in the amount of letter knowledge that children bring to school. In term 4, children entered with PSF scoring from 1 to 64.
Student B has not made expected progress.

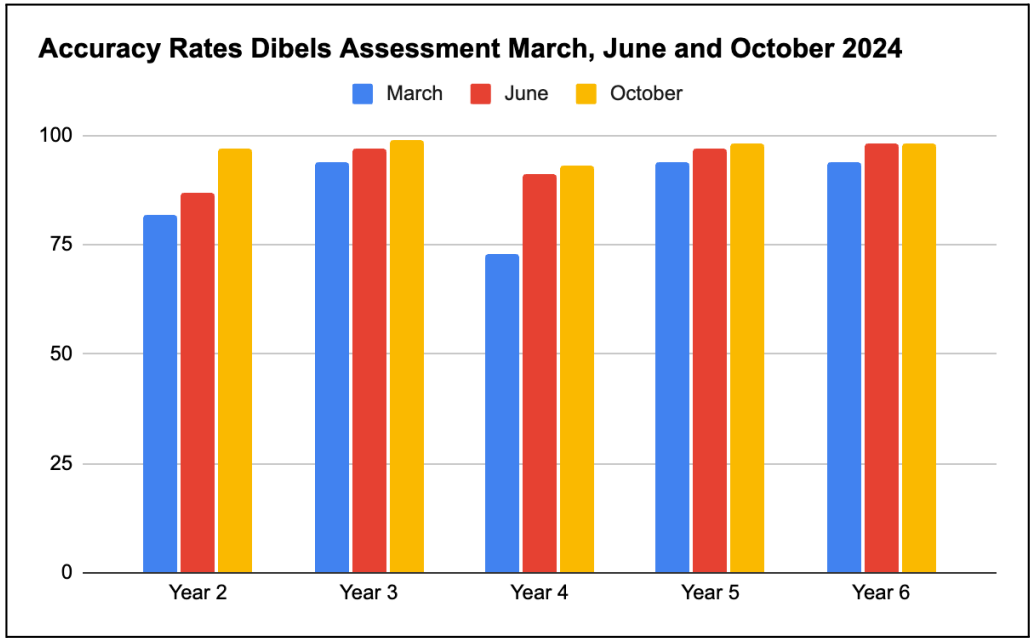
In WRF, this test is difficult for those children who had been practising segmenting to decode and have not been exposed to many sight words. There are very few sight words in their texts. There are only 6 sight words in the first 2 Sunshine Stages which usually takes 2 terms to cement for most students. Dibels testing is just 1 minute. Many NE take that time to settle to a task and find their stride.

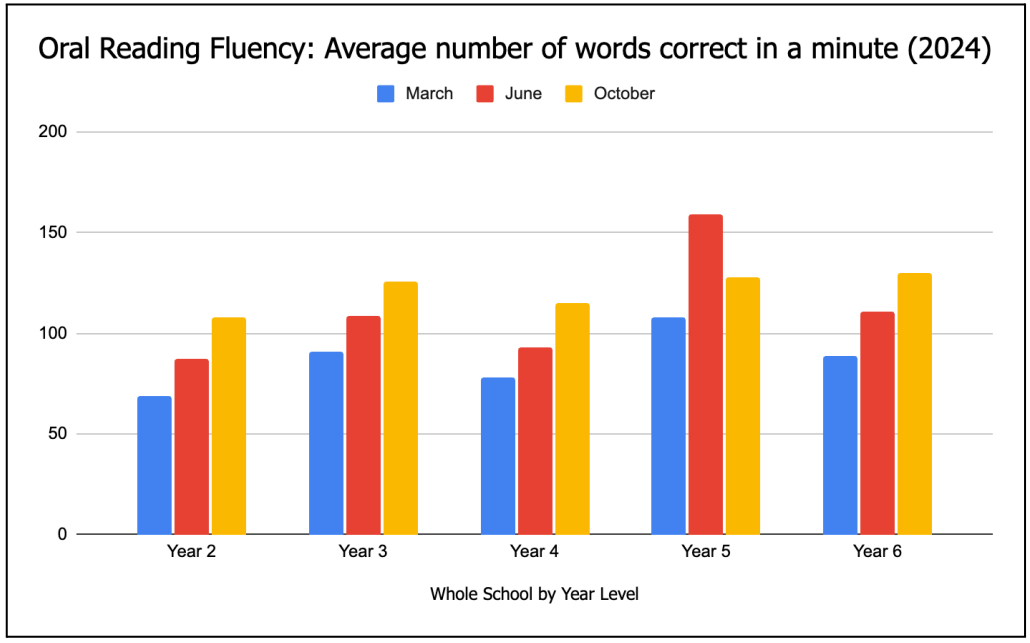
KEY

LNF: Letter name fluency
WRF: Word reading fluency
ORF: Oral reading fluency
NWF: Nonsense word fluency
PSF: Phoneme Segmentation Fluency

Year 2 - 6 Data: Dibels

In years 2 - 6, we are analysing the oral reading fluency (ORF) rates and the accuracy of that reading. Reading fluency is important because it is one of the most reliable determiners of a student's ability to comprehend text. Reading fluency has been called the bridge between decoding and comprehension (Chard & Pikulski 2005). We are comparing our March, June and October data in this report.





The above is a summary of the ORF average words read per minute in each year group, at 3 checkpoints throughout the year. It must be noted that there is a wide range of achievement in each year group, however, this gives an idea of the overall progress.

The average accuracy rates have improved for all year levels. The most significant improvement has been in the year 2 and year 4 cohorts.
For all years the most improvement is from March to October.

Teacher Noticings: Looking at student progress in detail form the Dibels subtests and overall scores

LNF: Letter name fluency **WRF:** Word reading fluency **ORF:** Oral reading fluency **NWF:** Nonsense word fluency **PSF:** Phoneme Segmentation Fluency

Year Level	Highlights and key shifts	Areas to address or note
2	• In R 7, all children are working within or above benchmark goals. • Strengths in LNF - Letter name fluency. The students are accurate and fluent. Shaded green zone which is the top of **Significant shift :** • Student 1 has jumped in LNF (letter name fluency) from 26 to 60 correct - huge shift • Student 2 has jumped in NWF -CLS (correct letter sounds of nonsense words) from 51 to 133 • Student 2 has jumped in PSF (phonemic sounds) from 33 to 82. • Students meeting benchmark continue to make shifts eg student 3 124 to 169 ORF (oral reading frequency) -	• Student 6 could not complete the test /did not opt into testing in term 1. Their data for middle and end is inconsistent due to ability to undertake a test in testing conditions. They have made progress in LNF, WRF and ORF. **Make note : some things that impact the data** - Time of day test taken - How fast or slow they undertake the test - they only get **1 minute** to complete the test. - They may get all letters correct for example but get distracted or read at a slower rate on that day e.g Student 4: LNF 88 score Term 3 and 75 term 4. This is not a drop as she is still meeting the benchmark but just did not read enough letters in that 1 minute time allocation.
	In Room 6: • Student 1: moved from 26 LNF to 60, 14 PSF to 44, 12 ORF to 53 • Student 2: moved 2 to 15 ORF across the year. They are still behind, but are the only Year 2 in the class. • All students have made expected or significant progress through the year, though some areas dipped slightly in term 4.	• More focus on structured spelling which has started happening with the iDeal platform. • The font used in the LNF is very different to what they see in texts.
3	In Room 7 all students are meeting <u>above</u> benchmark expectations (blue zone) form NWF: - Student 7 has made a huge shift in nonsense words indicating an increased understandings of spelling patterns and long vowel sounds - NWF 29 - 140 - Student 8 has decreased in some areas which reflects the test and time allocated to complete. (They are accurate and ensures accuracy by slowing down) - Strength in class for NWF - nonsense words. This reflects the sound knowledge in spelling rules.	In Room 7 all students are meeting <u>at</u> benchmark expectations green zone form ORF, ORF - oral reading fluency Rm 7 - This is their reading fluency after one minute. - The data shows a high (blue benchmark) record of achievement . This may be because/reflective of many of the students have a high level of reading comprehension and accuracy. Some read very fast to complete in 1 min (micah - 250 middle year) In this case he acted in race like conditions. where as most read fluency taking into account expression, punctuation cues etc (Micah dropping 250 to 189 end of year data)
3	In Room 6: • All students tested have made expected or significant progress through the year, though some areas dipped slightly in term 4. Students lower than year level last term:	• More focus on structured spelling which has started happening with the iDeal platform. • There are 3 students still below their expected level, though one is ORS funded. • Student 5 could not complete the test. It was difficult to get him to focus on the

	• Student 1 in ORF has moved from 25 to 95. Huge progress was made in all areas. • Student 2 has made progress in all areas • Student 3 went from 22 ORF to 75. They are still behind though showing great progress. • Student 4 went from 48 ORF to 87 in one term. They are still behind though showing great progress. This particular student is very likely to end up at their expected level over the next year or so.	paper in front of him. In 1 minute he might get one thing done with the rest of the minute used up trying to get him to look at the page.
4	Student 1 : reading accuracy increased from 75% to 98% over the course of the year. Student 2 : The correct letter sounds (CLS) started at 119 at the beginning of the year, dropped down to 90 in the middle of the year and has increased 140 at the end of the year - interesting that there was a drop midway through the year Student 3 : reading accuracy went from 86% middle of the year to 91% at the end of the year Student 4: oral reading rate has increased from 30 words per minute to 64. Accuracy has also jumped from 67 to 96. They are both comparisons between the middle to the end of the year. ESOL student so great progress. Student 5 : is now reading, this is huge. At the beginning of the year they did not attempt the assessment, but can now read 12 accurate words per minute. Student 6 : oral reading fluency has increased from 54 to 79, but her accuracy has dropped by 2% from the beginning of the year. A lot of medical related absences this year - only 47% attendance.	Student 5 : Nonword fluency has dropped since the beginning of the year. Was not in an isolated environment when being tested, at the end of the year, resulting in this drop. Oral fluency rate was 12 at the end of the year, only being able to read 'heart' words - which is still huge progress. Needs to build on segmenting and blending skills - can successfully segment but needs support to blend more than 3 sounds together. Working on reading heart words. 3 Students: - capable readers - minor increases in oral reading accuracy. Although all of the Year 4 students being tracked (4 of them) have all made progress this doesn't reflect into curriculum level movement.
5	**Oral Reading Accuracy** Student 1: increased from 96 - 99 Student 2: Increased from 80 to 88 Student 3: 91% to 99% Student 4: 86 to 95 Student 5: 96 - 100 - many medical related absences this year Student 6 : 87-99	There were a few students who dipped in their term 4 assessment data. The class teachers are not concerned about these dips but it is something to note. These students were all in the blue - the highest level and are still in that zone.
6	• All students have made progress in their ORF • All Priority/Target learners have at least doubled their ORF over the year. • Student 1 has moved from at risk to 'green range' • Student 2 has improved from 22-74 and accuracy score has increased • Most students increased their score in Maze(paragraph comprehension) - with increased accuracy.	A couple of students dipped their Words PerMinute from July -Oct. Something to note is that some students who are capable readers who have good comprehension are not always 'in the blue' in the ORF. This is because the test is testing speed. So there are no worries there, but teachers can't look at scores in isolation.

Celebrations

- A child who was 'working towards' has gone from 23 - 74 ORF, with 67% to 97% accuracy. This child is still working towards expected levels, but the progress is massive
- For another, fluency has doubled but they are still below (working towards) the expected standard
- Even children who are capable readers have increased in fluency over the year. They still have made huge gains.

Giving effect to Te Tiriti o Waitangi

"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.".

In 2024 we have achieved this by:

- All students on the Māori and Pasifika Roll are entered on the individual class priority student rolls. Teachers are required to constantly and consistently monitor progress for those students to ensure they are experiencing learning success. We have planned specific interventions for those requiring support with either learning or regulation concerns and celebrate achievements in weekly team and staff hui
- One teacher next year will be participating in the Kura Ahurea programme led by our local iwi, Te Atiawa, at the Tenths Trust in Seaview. This kaiako will nourish staff with new learning and purākau. They will be reviewing our Te Reo Māori programmes and developing a reo implementation plan for the school
- The principal and one staff member attended termly hui led by Te Atiawa helping to strengthen the work of the Kahui Ako in delivering culturally conscious programmes within our schools.
- The principal prioritises meeting and talking with Māori whānau and interested Māori community members on a regular basis - this sustains and builds positive and open relationships.
- The principles and values of Te Tiriti o Waitangi are incorporated across various curriculum areas. This includes teaching Aotearoa New Zealand history from both Māori and Pākehā perspectives, local histories, integrating Māori language and culture into lessons, and ensuring that resources reflect the cultural diversity of New Zealand.
- The school and staff reflect the cultural diversity of New Zealand. The Board proactively consider maintaining a balance of representation of staff schoolwide and were fortunate to employ another Māori onto the staff who is a strong speaker of te reo.
- Staff have actively continued to upskill in Te Reo Māori through Te Ahu o te Reo Māori with Kauru and other providers.
- We have employed 2 new Kapa Haka tutors to work with our tamariki. They are local and have a passionate interest in our tamariki growing their kete of waiata, haka, reo and knowledge of Te Ao Māori
- We concluded our relationship with Poutama Pounamu this year which provided ongoing professional development, using indicators of culturally responsive practice, collaborative observation and reflection using the Growth Tool. The Rongohia te Hau survey provided valuable insights. We have used these as a way to align our teaching with good practice for Māori, and therefore all ākonga.
- Māori cultural practices and protocols are incorporated in our daily routines and special events. This includes powhiri, mihi whakatau, celebrating Māori cultural festivals such as Matariki, acknowledging traditions in our local area and school history during school events.
- We recognise and value Māori knowledge systems, including traditional and indigenous ways of knowing by incorporating Māori perspectives into programmes and recognising the importance of oral storytelling. This is a key element of planning sessions and is woven through all aspects of the curriculum.
- We have whole school weekly Kapa Haka and waiata, embrace appropriate opportunities to share karakia, and to keep building our matauranga Māori
- Ōwhiro Bay School is an inclusive and equitable learning environment where we aim for all students to feel valued and respected. This is evidenced in our policies, practices and school values, providing targeted support for Māori and priority learners, fostering a sense of whānaungatanga for students from diverse cultural backgrounds.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer The following questions address key aspects of compliance with a good employer policy:		**Reporting on Equal Employment Opportunities (EEO) Programme/ Policy** Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies		
How have you met your obligations to provide good and safe working conditions?	We believe so, yes!	Reporting on Equal Employment Opportunities (EEO) Programme/Policy	Yes	No
What is in your equal employment opportunities programme?How have you been fulfilling this programme?	We identify processes that contribute to employment inequality, and when employing staff, look for creating a diverse team. We ensure the appointments panel represents this and discuss inclusive practices during the appointment. We have an EEO policy and nominated EEO officer. We schedule time during staff hui to discuss any issues and offer check-ins with the EEO officer so that personal concerns can be discussed and addressed if necessary. We provide external supports if required to address complexities, e.g. access to EAP, regular staff check ins with management We collaborate with our ONE LEarning Community colleagues which helps us as a small school.	Do you operate an EEO programme/policy?	Yes	
How do you practise impartial selection of suitably qualified persons for appointment?	- Ensure representation on our appointments panel is representative of different ethnicities, genders and experiences where at all possible - Ensure that there are no barriers to employment for anyone applying, and provide representation if possible on the appointments panel. - Allow for applicants to bring support personnel to interviews or informal meetings to learn about the school and the expectations of the role	Has this policy or programme been made available to staff?	Yes	

How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	We currently have 4 Māori staff members and Māori representation on our Board. Within our recruitment process we ask that applicants embrace diversity, inclusion and bring aroha and passion for the uniqueness of our school, our students and our community. We ask about their aspirations. We promote ongoing upskilling in te reo me ngā tikanga Māori for all staff. We aim to provide as much support as possible for any Māori staff member or applicant to enhance their mana and to feel belonging within our kura and community. We are committed to upholding the principles of Te Tiriti o Waitangi and to embrace every opportunity to extend our mātauranga Māori for the well-being of our kura.	Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
How have you enhanced the abilities of individual employees?	- Opportunities to attend professional development - Termly 'check and connect' meetings - Encourage leadership of staff hui in areas of interest - Promoted roles such as WSL, cultural advisor, SENCO, sports coordinator, Librarian - open to all to extend expertise	Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
How are you recognising the employment requirements of women?	We allow for a flexible working arrangement for one teacher to ensure her health and well-being needs can be accommodated. We allow for flexible hours when possible, so child care expectations can be managed.	Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes - as per review schedule	
How are you recognising the employment requirements of persons with disabilities?	We ensure our physical environment is safe and accessible to all staff. We ensure accommodations are embraced to ensure particular sensory and processing needs are accommodated without judgement or bias.			

Equal Employment Opportunities Policy

As required by the Education and Training Act 2020 (s 597), Ōwhiro Bay School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Ōwhiro Bay School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

EEO programme

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Ōwhiro Bay School staff.

Our EEO programme may include:

- developing a policy statement and establishing objectives
- appointing an EEO representative
- consulting with staff to hear any concerns
- creating an employee database (with informed consent for any EEO data collected)
- encouraging staff to participate in training and career development
- programme monitoring through staff meetings and board reports
- reviewing employment and personnel policies and processes.

Ōwhiro Bay School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). See Self-Review and Board Assurances.

Employer Responsibility Policy

Ōwhiro Bay School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:

- appoints the principal, through the appointment committee
- appraises the principal
- works transparently and positively with the principal
- ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

- referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping employee files safe and secure.

Support for school employees

The board:

- takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements
- ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest
- promotes high levels of staff performance through:
    - performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
    - acknowledgement of staff achievements
    - salary units and classroom release time.
- deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.

Recruitment and appointments

The board may delegate the recruitment and appointment process to the principal and senior management, and may be represented in appointment committees. For the specific make up of appointment committees according to positions, see Appointment Committee. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to student wellbeing and safety

- robust recruitment (including reference checking), appointment, and induction processes, including complying with the Children's Act 2014
- annual reports from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding concerns and complaints raised about staff, and the actions taken
- compliance with the mandatory reporting requirements to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Legislation

- Public Service Act 2020
- Human Rights Act 1993
- Education and Training Act 2020
- Privacy Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Employment Relations Act 2000
- Employment Relations Amendment Act 2018

EAP - Should staff require extra support, external counselling is available via EAP. This is confidential and the school has no knowledge of which staff members might access it.

KIWISPORT FUNDING STATEMENT for 2024

We used our Kiwisport funding ($1410.80) to broaden our students' exposure to other sporting fixtures and varieties . In particular, this money went towards paying for buses which come at a significant cost to the school to get to venues such as the ASB and swimming pools. We also used some of the fund to purchase new equipment, in particular hoops and skipping ropes to participate in Jump Rope for Heart. The funding also supported the cost of the Annual Primary Sport Wellington Membership.

Report on other special and contestable funding

Principal Well-Being and Leadership fund

The Principal used the $6000 allocated for 2024 to participate in the Springboard Trust Principal's Programme. This was at a cost of $3,500. The Principal also used the fund to attend the Trans Tasman Principals Conference in Christchurch which included flights and the conference fee. The total amount spent of the fund was $5,402.68.