



SWANNANOA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

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Principal: Brian Price

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SWANNANOA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Swannanoa School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Gil Slaughter	Presiding Member	Re-elected Sept 2022	Sept 2025
Brian Price	Principal ex Officio		
Felicity Iona	Deputy Principal	Co-opted Nov 2022	Sept 2025
Edward Tapp	Parent Representative	Re-elected Sept 2022	Sept 2025
Regan Finch	Parent Representative	Elected Sept 2022	Sept 2025
Annushche de Villiers	Parent Representative	Re-elected Sept 2022	Sept 2025
Courtney Black	Parent Representative	Elected Sept 2022	Sept 2025
Bridie Gray	Staff Representative	Elected Oct 2023	Resigned Dec 2024
Reece Bonner	Staff Representative	Elected Dec 2024	Sept 2027
Megan Adams	Secretary	Co-opted Aug 2023	Sept 2025

Swannanoa 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.

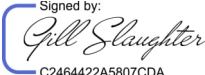
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Gill Slaughter

Full Name of Presiding Member

Signed by:



C2464422A5807CDA

Signature of Presiding Member


30/05/2025

Date:

Brian Price

Full Name of Principal

Signed by:



2A22086E66372F6C

Signature of Principal

30/05/2025

Date:

Swannanoa 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	3,364,910	2,935,891	2,959,852
Locally Raised Funds	3	364,572	204,800	236,143
Interest		29,529	10,767	17,807
Total Revenue		3,759,011	3,151,458	3,213,802
Expense				
Locally Raised Funds	3	136,736	113,300	116,077
Learning Resources	4	2,464,353	2,173,990	2,114,115
Administration	5	188,193	205,979	176,508
Interest		2,717	1,589	1,481
Property	6	908,437	723,080	783,308
Loss on Disposal of Property, Plant and Equipment		195	-	2,293
Total Expense		3,700,631	3,217,938	3,193,782
Net Surplus / (Deficit) for the year		58,380	(66,480)	20,020
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		58,380	(66,480)	20,020

Swannanoa School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		980,787	960,767	960,767
Total comprehensive revenue and expense for the year		58,380	(66,480)	20,020
Contribution - Furniture and Equipment Grant		21,943	-	-
Equity at 31 December		1,061,110	894,287	980,787
Accumulated comprehensive revenue and expense		1,061,110	894,287	980,787
Equity at 31 December		1,061,110	894,287	980,787

Swannanoa 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	188,038	392,764	378,059
Accounts Receivable	8	255,765	159,376	156,586
GST Receivable		-	11,073	11,074
Prepayments		8,505	6,381	6,381
Inventories	9	1,298	3,850	3,850
Investments	10	635,000	185,000	185,000
Funds Receivable for Capital Works Projects	16	3,515	-	88,015
		1,092,121	758,444	828,965
Current Liabilities				
GST Payable		6,193	-	-
Accounts Payable	12	297,972	184,103	183,652
Revenue Received in Advance	13	19,791	-	10,215
Provision for Cyclical Maintenance	14	28,308	32,597	61,573
Finance Lease Liability	15	31,625	18,161	24,428
Funds held for Capital Works Projects	16	134,057	-	-
Funds held on behalf of School Cluster	17	(3,829)	4,959	-
		514,117	239,820	279,868
Working Capital Surplus/(Deficit)		578,004	518,624	549,097
Non-current Assets				
Property, Plant and Equipment	11	590,855	462,016	543,340
		590,855	462,016	543,340
Non-current Liabilities				
Provision for Cyclical Maintenance	14	83,831	64,277	77,258
Finance Lease Liability	15	23,918	22,076	34,392
		107,749	86,353	111,650
Net Assets		1,061,110	894,287	980,787
Equity		1,061,110	894,287	980,787

Swannanoa 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		674,837	520,595	588,977
Locally Raised Funds		312,786	204,800	273,047
Goods and Services Tax (net)		17,267	1	(4,465)
Payments to Employees		(329,494)	(267,839)	(253,513)
Payments to Suppliers		(530,180)	(521,738)	(451,391)
Interest Paid		(2,717)	(1,589)	(1,481)
Interest Received		23,016	13,097	15,477
Net cash from/(to) Operating Activities		165,515	(52,673)	166,651
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(113,575)	(5,663)	(10,024)
Purchase of Investments		(450,000)	-	-
Net cash from/(to) Investing Activities		(563,575)	(5,663)	(10,024)
Cash flows from Financing Activities				
Furniture and Equipment Grant		21,943	-	-
Finance Lease Payments		(28,632)	(19,933)	(24,051)
Funds Administered on Behalf of Other Parties		214,728	92,974	(60,055)
Net cash from/(to) Financing Activities		208,039	73,041	(84,106)
Net increase/(decrease) in cash and cash equivalents		(190,021)	14,705	72,521
Cash and cash equivalents at the beginning of the year	7	378,059	378,059	305,538
Cash and cash equivalents at the end of the year	7	188,038	392,764	378,059

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.

Swannanoa School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

n) Funds held for Capital works

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

o) 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.

p) Provision for Cyclical Maintenance

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

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

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

q) 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, and finance lease 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) 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	611,517	533,240	544,667
Teachers' Salaries Grants	2,080,363	1,906,753	1,837,163
Use of Land and Buildings Grants	673,030	495,898	578,022
	<u>3,364,910</u>	<u>2,935,891</u>	<u>2,959,852</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	50,824	27,500	27,078
Fees for Extra Curricular Activities	129,012	98,800	109,949
Trading	6,102	6,500	5,729
Fundraising and Community Grants	108,130	50,000	73,295
Other Revenue	70,504	22,000	20,092
	<u>364,572</u>	<u>204,800</u>	<u>236,143</u>
Expense			
Extra Curricular Activities Costs	125,440	96,600	95,109
Trading	9,051	6,500	9,559
Fundraising and Community Grant Costs	-	200	7,987
Other Locally Raised Funds Expenditure	2,245	10,000	3,422
	<u>136,736</u>	<u>113,300</u>	<u>116,077</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>227,836</u>	<u>91,500</u>	<u>120,066</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	105,051	66,800	80,093
Employee Benefits - Salaries	2,249,284	2,011,253	1,938,125
Staff Development	18,798	7,600	7,983
Depreciation	91,220	88,337	87,914
	<u>2,464,353</u>	<u>2,173,990</u>	<u>2,114,115</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,043	6,367	4,314
Board Fees	30,687	11,100	20,571
Other Administration Expenses	47,434	77,312	47,589
Employee Benefits - Salaries	101,029	111,200	104,034
	<u>188,193</u>	<u>205,979</u>	<u>176,508</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	3,198	45,982	(5,840)
Heat, Light and Water	25,837	25,700	24,512
Repairs and Maintenance	83,487	38,000	72,126
Use of Land and Buildings	673,030	495,898	578,022
Employee Benefits - Salaries	58,744	50,000	52,607
Other Property Expenses	64,141	67,500	61,881
	<u>908,437</u>	<u>723,080</u>	<u>783,308</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	188,038	392,764	378,059
Cash and cash equivalents for Statement of Cash Flows	<u>188,038</u>	<u>392,764</u>	<u>378,059</u>

Of the \$188,038 Cash and Cash Equivalents, \$134,057 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$188,038 Cash and Cash Equivalents, \$19,791 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	58,441	5,000	5,000
Receivables from the Ministry of Education	2,828	-	-
Interest Receivable	8,843	-	2,330
Banking Staffing Underuse	-	-	2,430
Teacher Salaries Grant Receivable	185,653	154,376	146,826
	<u>255,765</u>	<u>159,376</u>	<u>156,586</u>
Receivables from Exchange Transactions	67,284	5,000	7,330
Receivables from Non-Exchange Transactions	188,481	154,376	149,256
	<u>255,765</u>	<u>159,376</u>	<u>156,586</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	1,298	3,850	3,850
	<u>1,298</u>	<u>3,850</u>	<u>3,850</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	635,000	185,000	185,000
Total Investments	<u>635,000</u>	<u>185,000</u>	<u>185,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Land - School	30,000				-	30,000
Buildings - School	317,944	22,862			(23,872)	316,934
Furniture and Equipment	120,207	88,191			(28,385)	180,013
Information and Communication Technology	11,122	715			(7,559)	4,278
Leased Assets	58,236	26,704			(30,642)	54,298
Library Resources	5,831	459	(196)		(762)	5,332
	<u>543,340</u>	<u>138,931</u>	<u>(196)</u>	<u>-</u>	<u>(91,220)</u>	<u>590,855</u>

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.

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land - School	30,000	-	30,000	30,000	-	30,000
Buildings - School	690,361	(373,427)	316,934	667,499	(349,555)	317,944
Furniture and Equipment	582,458	(402,445)	180,013	494,267	(374,060)	120,207
Information and Communication Technology	168,881	(164,603)	4,278	168,166	(157,044)	11,122
Leased Assets	128,897	(74,599)	54,298	103,542	(45,306)	58,236
Library Resources	25,165	(19,833)	5,332	25,563	(19,732)	5,831
	<u>1,625,762</u>	<u>(1,034,907)</u>	<u>590,855</u>	<u>1,489,037</u>	<u>(945,697)</u>	<u>543,340</u>

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	39,697	17,370	22,330
Accruals	9,843	6,714	6,714
Banking Staffing Overuse	58,227	-	-
Employee Entitlements - Salaries	185,653	151,965	146,826
Employee Entitlements - Leave Accrual	4,552	8,054	7,782
	<u>297,972</u>	<u>184,103</u>	<u>183,652</u>
Payables for Exchange Transactions	297,972	184,103	183,652
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>297,972</u>	<u>184,103</u>	<u>183,652</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	18,136	-	10,215
Other revenue in Advance	1,655	-	-
	<u>19,791</u>	<u>-</u>	<u>10,215</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	138,831	77,258	151,813
Increase to the Provision During the Year	3,198	45,982	(5,840)
Use of the Provision During the Year	(29,890)	(26,366)	(7,142)
Provision at the End of the Year	<u>112,139</u>	<u>96,874</u>	<u>138,831</u>
Cyclical Maintenance - Current	28,308	32,597	61,573
Cyclical Maintenance - Non current	83,831	64,277	77,258
	<u>112,139</u>	<u>96,874</u>	<u>138,831</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024 This plan is based on the schools 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

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	33,625	-	25,989
Later than One Year and no Later than Five Years	24,902	-	35,315
Later than Five Years	(2,984)	-	(2,484)
	55,543	-	58,820
Represented by			
Finance lease liability - Current	31,625	18,161	24,428
Finance lease liability - Non current	23,918	22,076	34,392
	55,543	40,237	58,820

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

16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Fencing Project number 250103	-	-	(3,515)	-	(3,515)
Toilet Block and Breakout Space Project number 249063	-	192,599	(58,542)	-	134,057
Boundary Fence Project number 225424	(33,841)	33,841	-	-	-
Block 3 Autex Upgrade Project number 248355	(54,174)	55,049	(875)	-	-
Totals	(88,015)	281,489	(62,932)	-	130,542

Represented by:

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

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Block 7 Outdoor Learning Project number	(31,730)	-	31,730	-	-
MOE Block 11, 13, 2 and Site Project number	(105,623)	61,843	43,780	-	-
Boundary Fence Project number 225424	110,948	-	(144,789)	-	(33,841)
Transformer Upgrade Project number	3,795	-	(3,795)	-	-
Roll Growth Building Project Project number	-	14,513	(14,513)	-	-
Block 3 Autex Upgrade Project number 248355	-	-	(54,174)	-	(54,174)
Roof & Spouting Replacement Project number	(3,839)	-	3,839	-	-
5YA Contingency Project number	(1,511)	-	1,511	-	-
Totals	(27,960)	76,356	(136,410)	-	(88,015)

Represented by:

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

17. Funds Held on Behalf of Cluster / Transport

Swannanoa School is the lead school funded by the Ministry of Education to provide services services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	4,960	-	-
Funds Received from Cluster Members	360	24,481	-
Funds Received from MOE	-	-	-
Total funds received	5,320	24,481	-
Funds Spent on Behalf of the Cluster	9,149	19,522	-
Funds remaining	(3,829)	4,959	-
Funds Held at Year End	(3,829)	4,959	-

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,627	5,095
<i>Leadership Team</i>		
Remuneration	798,217	313,491
Full-time equivalent members	6	2
Total key management personnel remuneration	803,844	318,586

There are 9 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (3 members) that meet twice a year and Property Committee (2 members) that meet Once a year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	180 - 190
Benefits and Other Emoluments	5 - 10	5 - 10

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	2.00	1.00
110 - 120	2.00	3.00
120 - 130	2.00	1.00
130 - 140	1.00	-
	7.00	5.00

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$134,057 (2023:\$57,240) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Toilet Block and Breakout Space	\$ 134,057
The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.	

(b) Operating Commitments

As at 31 December 2024, the Board has entered into no contracts.

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	188,038	392,764	378,059
Receivables	255,765	159,376	156,586
Investments - Term Deposits	635,000	185,000	185,000
Total financial assets measured at amortised cost	1,078,803	737,140	719,645

Financial liabilities measured at amortised cost

Payables	297,972	184,103	183,652
Finance Leases	55,543	40,237	58,820
Total financial liabilities measured at amortised cost	353,515	224,340	242,472

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Swannanoa School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch 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 3 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Presiding Members report, Members of the Board listing, Statement of Variance, Evaluation of the School's Student's Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, Other reports on special and contestable funding and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rondel,
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Kura Name	Yr 7 Literacy 2024			Yr 8 Literacy 2024			Yr 7 Maths 2024			Yr 8 Maths 2024		
Te Koromik o - Swanna noa		Beg	End		Beg	End		Beg	End		Beg	End
	below	5	2	below	6	3	below	7	0	below	9	2
	within	15	16	within	22	21	within	10	19	within	17	22
	above	2	4	above	0	2	above	3	3	above	2	2
	Total	22	22	Total	28	26	Total	22	22	Total	28	26
Assessment tools Used e.g., PAT, AsTTle, IKAN, Code, GloSS, PACT	Beg		End	Beg		End	Beg		End	Beg		End
	PAT AsTTle PACT The code		AsTTle PACT The code	PAT AsTTle PACT The code		AsTTle PACT The code	PAT AsTTle IKAN PACT		AsTTle IKAN PACT	PAT AsTTle IKAN PACT		AsTTle IKAN PACT
Collated at the end of 2024												
What happened?	One student diagnosed for dyslexia The majority of students made progress, moving into the <i>within</i> range. Those who remained <i>below</i> still showed improvement within their levels throughout the year. Some who started <i>well</i>											

Results Based on Below Kids	<i>below</i> are now close to reaching their expected levels. Most of the students still <i>below</i> have diagnosed learning.
What were the successful strategies adopted and success stories?	<ul style="list-style-type: none"> • Low-floor, high ceiling - tasks are accessible to all students while offering opportunities for deeper exploration and extension. Students work at their own pace and explore concepts at varying levels of complexity. • Learner First - working with Rob Proffitt White has been incredibly valuable. His strategies are now an integral part of our programme, keeping students actively engaged, especially helpful in working closely within the Yr 7-9 maths and the high school. • Structured daily programme with maths, reading, and writing. • Badge system (5Peaks) to help develop independence and ownership of learning. • Eliminated barriers for students learning by using effective tools in literacy and maths. Eg, Speech to text • The Code, Stepsweb and handwriting are incorporated daily. • Often whole-class teaching followed by regular one-on-one conferencing
One student's voice	<p>"I like how the groups are small and the teacher can help me lots"</p> <p>"In maths, we worked on things that we didn't know and we could use equipment to help us when we didn't know the answers"</p> <p>"Maths has been easier, which helps me understand it better."</p> <p>"I liked working with my tutor/counsellor because she made it fun but it was still learning."</p>
Recommendations	<p>PAT on line 2025 beg and end.</p> <p>Third year Rob Profit White</p> <p>Moving to Hero - opportunity to integrate learning progressions and Refreshed Curriculum expectations.</p>

Te Koromiko Swannanoa School

Evaluation of students' progress and achievement report 2024



Literacy

Over the past year, our teachers have significantly enhanced their literacy practices through professional development. We were fortunate to have Chris Heenan work closely with our staff, sharing her extensive and valuable knowledge. As part of our ongoing improvement, we've developed a comprehensive strategic plan for literacy instruction across the school.

Our students showcased their talents during the Oral Language Festival, which was an extraordinary evening that celebrated the remarkable abilities of our tamariki and the incredible community support behind them. The event's success was particularly enhanced by the involvement of experienced community members who brought passion and depth to the judging process. Having local experts with real-world communication skills and cultural insights serve as judges not only provides authentic evaluation but also creates meaningful connections between our students and the broader community. Their participation adds significant value, offering nuanced feedback and inspiring students by demonstrating the real-world application of communication skills. The festival beautifully highlighted the communication skills our students are developing, while simultaneously bridging the gap between classroom learning and community engagement.

Literacy Week was a vibrant and engaging celebration. The costume parade was undoubtedly the students' favourite event, with the Karearea teachers stealing the show in their impressive blow-up costumes. We also ran two highly successful book fairs, generating \$2,000 in rewards. These funds have been used to expand our interest book sets and support Accelerated Learning resources.

This year marked a significant professional development milestone for our junior teachers. All teachers from years 0-4 completed their BSLA Micro Credential through the University of Canterbury, while I pursued a facilitation microcredential. This collaborative learning process has fostered greater coherence in our teaching practices and deepened our understanding of reading pedagogy.

Maths

This year we have continued to work with Rob Proffitt-White in the second year of The Learner First maths programme. We changed the way we ran things and took the vertical team instead of team leaders from halfway through the year. This was a great decision as it spread the learning across the hapū better. This year's training has been about learning to create unfamiliar tasks to help teach children how to formulate an answer - one of the noticeable challenges for children in high school. We have begun to look at implementing the new curriculum and will have ongoing support with this next year as we continue as a school with this approach.

Our maths week this year was a celebration of problem solving topped off with a fabulous maths assembly run by Reece. The vertical team all pitched in to create house days, maths problems and problems for parents to have a go at with their children on Facebook.

We were offered free resources from the government in term 4 but have opted to take a wait and see approach. The resources will still be available for free next year so we are able to take our time and choose the best fit for our children to fit with the work we are already doing in maths.

Please read the following information carefully as it informs how we assess, make our overall teacher judgments and moderate. This information should help you better understand our data.

An overall teacher judgement (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgement about a student's progress and achievement.

No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability.

Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways:

- Observing the process a student uses.
- Conversing with the student to find out what they know, understand and can do.
- Gathering results from formal assessments, including standardised tools.

Moderation

Moderation is the process of teachers sharing their expectations and understanding of curriculum levels with each other in order to improve the consistency of their decisions about student learning. Moderation helps teachers to increase the dependability of the assessment information they gather. This improves the decisions they make about student learning and progress.

How moderation was carried out at Te Koromiko, Swannanoa School:

- Thorough 'unpacking' of what the learning looked like at each curriculum level.
- Conversations to develop a shared understanding of what assessment tools/practises would be used within and across hapū
- Sharing of examples of evidence gathered to support each judgement.
- Challenging each other's judgments through robust discussion within and across hapū.

Accelerated Literacy Learning

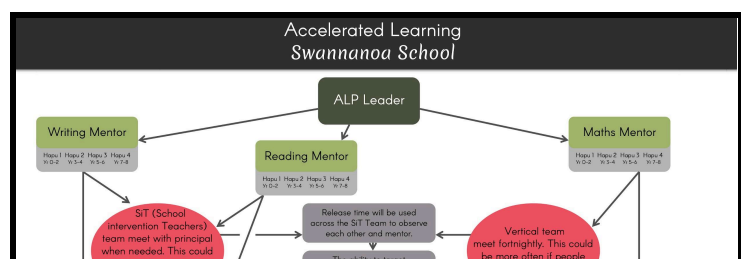
Our Accelerated Literacy Learning programme is run in 15 week blocks, twice a year. Children who are not meeting curriculum expectations are considered for the programme. Each ALL (Accelerated Literacy Learning) teacher has no more than 10 students in their ALL reading or writing group at one time. This is to maximise engagement within our learning experiences.

Although the blocks are set for 15 weeks this is not a set time, children who have met expectations are able to move off the programme at any time and children who may need extra time may stay on the programme. This is so we can be as responsive as possible to our ākonga needs.

As a school we have the ability for 80-120 children to have access to this programme on an annual basis.

Our key principles and purpose are:

- Acceleration
- Equity
- Consistency Across the School



- Sustainability
- Effective Practice
- Life Long Learners
- FUN!!
- Interest Based Learning

PAT data

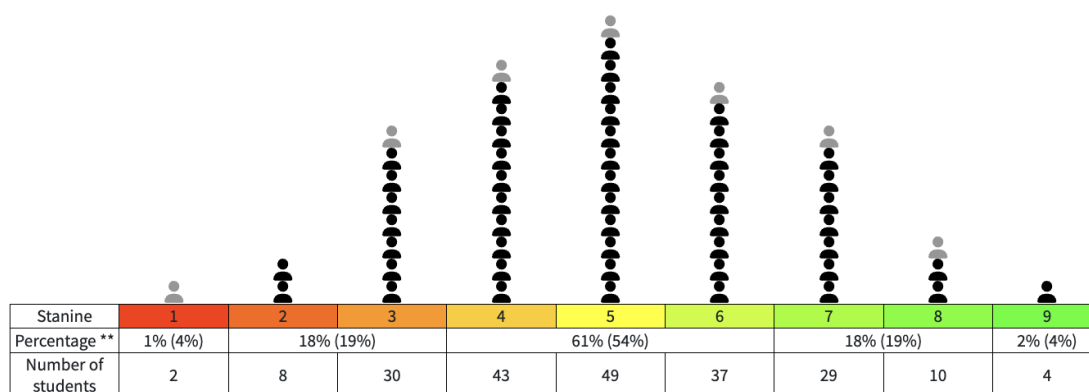
When interpreting standardised test results, several important nuances must be considered. One-off assessments capture a student's performance at a specific moment, which may not always reflect their true capabilities. We observed several factors that could potentially impact the accuracy of our PAT testing results.

Some students struggled with test instructions, occasionally placing incorrect letters, words, or numbers in response boxes. These inadvertent errors can significantly skew individual performance measurements. Additionally, the timed nature of the test presented challenges for some students, potentially preventing us from fully understanding their true academic potential.

We've noticed a particularly interesting pattern in our year 3-4 data. Our hypothesis is that this age group's initial test results may be influenced by their limited experience with standardised testing. Typically, these are the first comprehensive assessments many students encounter, which can cause additional stress and uncertainty. Encouragingly, we consistently observe substantial improvement in year 4 test data, suggesting that students become more comfortable with the testing format over time.

Despite these considerations, the new PAT testing approach has provided our team with genuinely valuable insights into student learning and potential areas for targeted support. Next year we will be PAT testing at the beginning and end of the year.

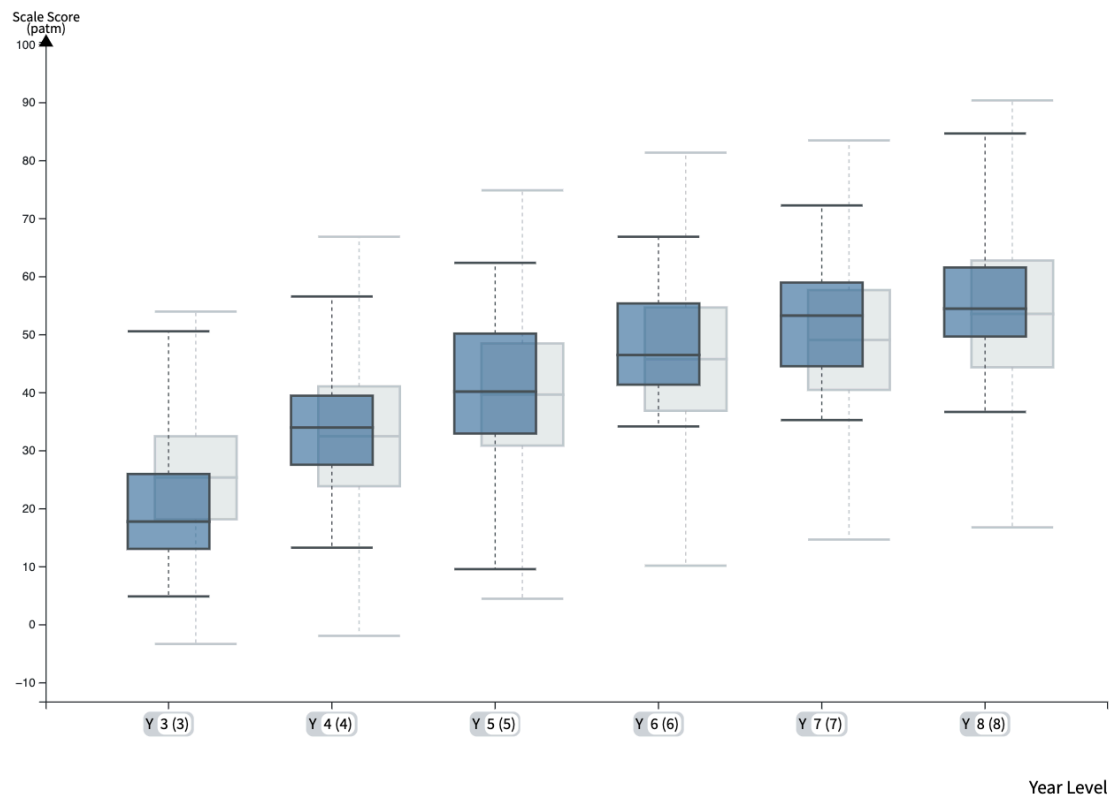
Maths



Stanine Distribution (● = 4 student)

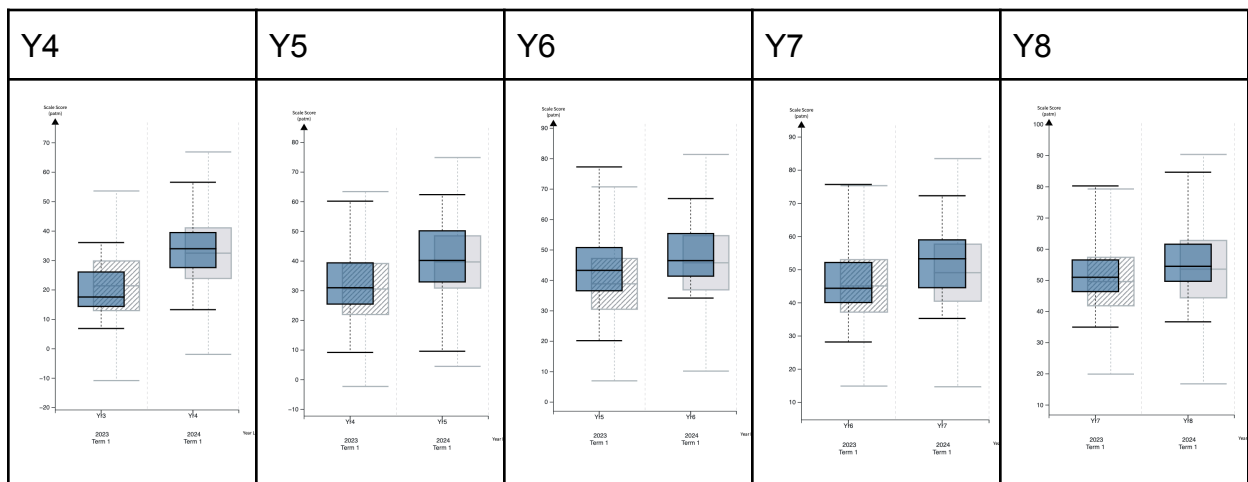
* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.



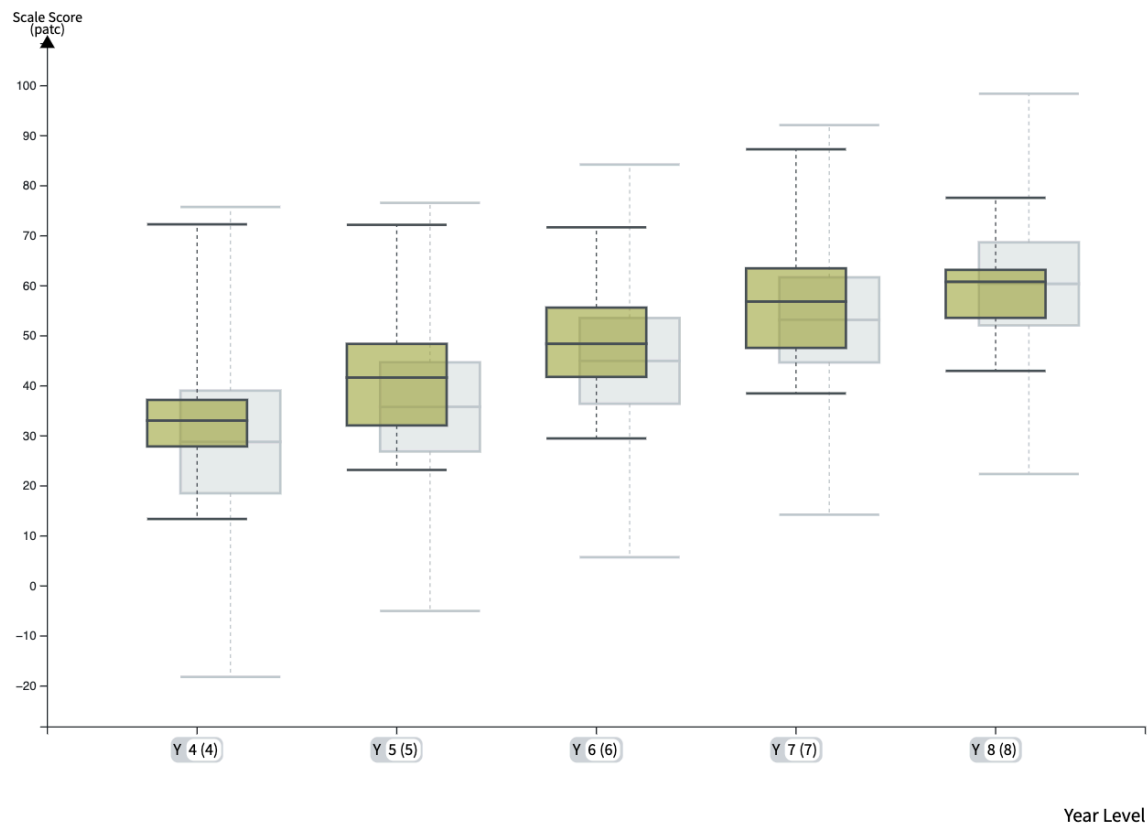
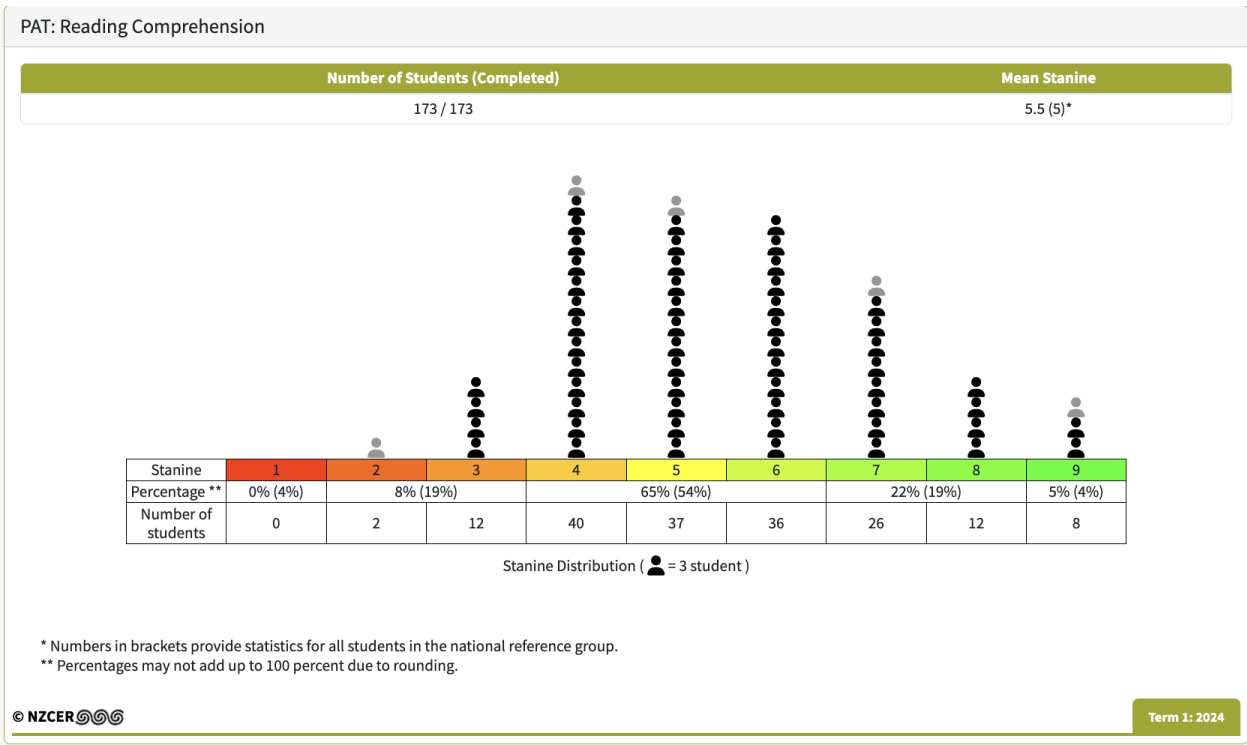
Year Level

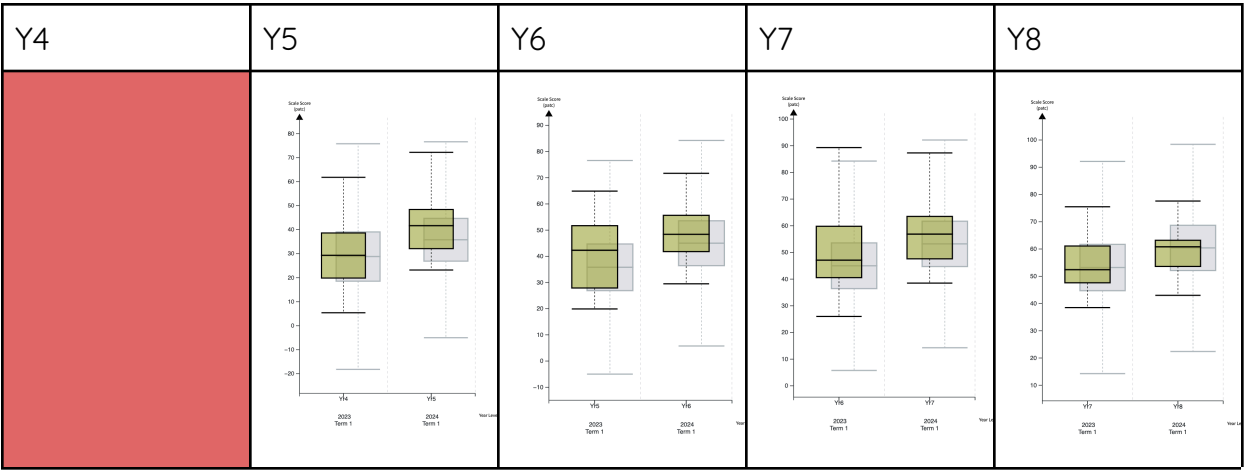
Progress 2023 - 2024 T1



Year Level	Below Stanine 1-3	At Stanine 4-6	Above Stanine 7-9
Year 3	18	16	4
Year 4	6	32	7
Year 5	6	23	11
Year 6	5	24	10
Year 7	4	12	6
Year 8	1	22	5

Listening Comprehension





Year Level	Below Stanine 1-3	At Stanine 4-6	Above Stanine 7-9
Year 3			
Year 4	2	34	8
Year 5	3	23	14
Year 6	3	23	13
Year 7	3	12	7
Year 8	3	21	4

Reading Vocabulary

PAT: Reading Vocabulary

Number of Students (Completed)

27 / 27

Mean Stanine

5.3 (5)*

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	7% (19%)		70% (54%)			22% (19%)		0% (4%)
Number of students	0	1	1	6	6	7	5	1	0

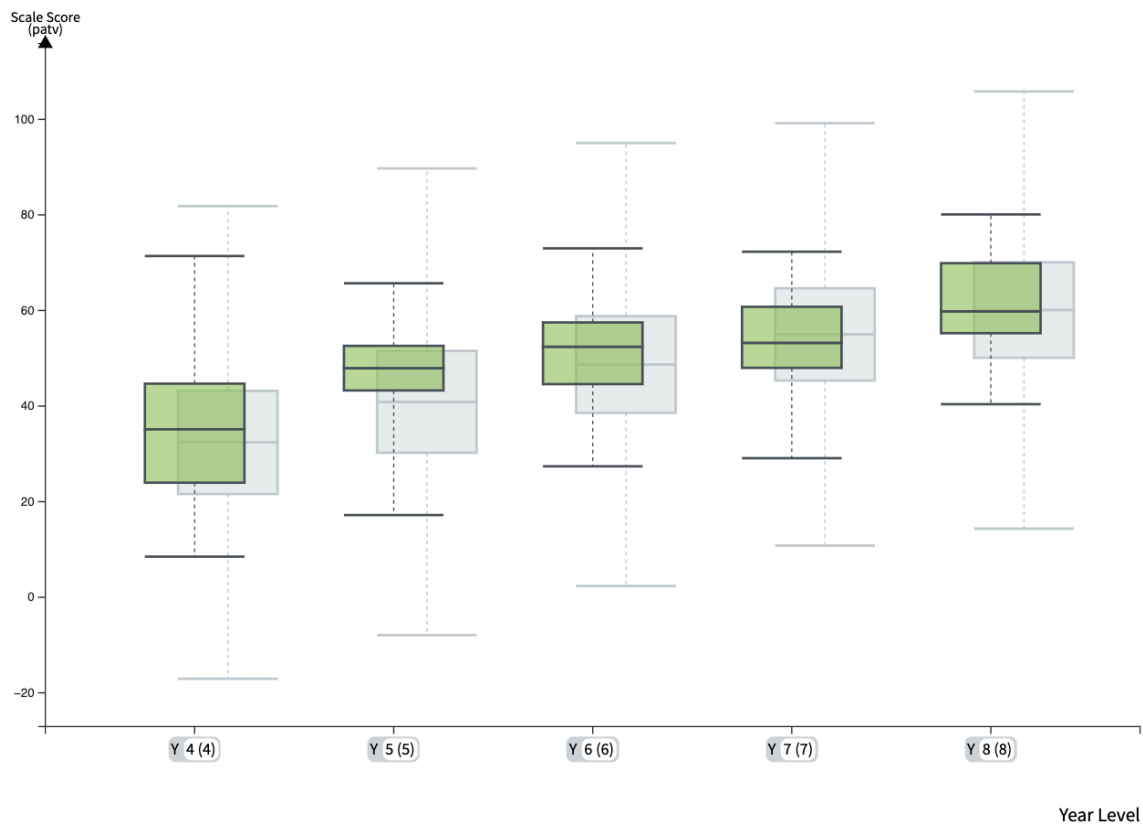
Stanine Distribution (= 1 student)

* Numbers in brackets provide statistics for all students in the national reference group.

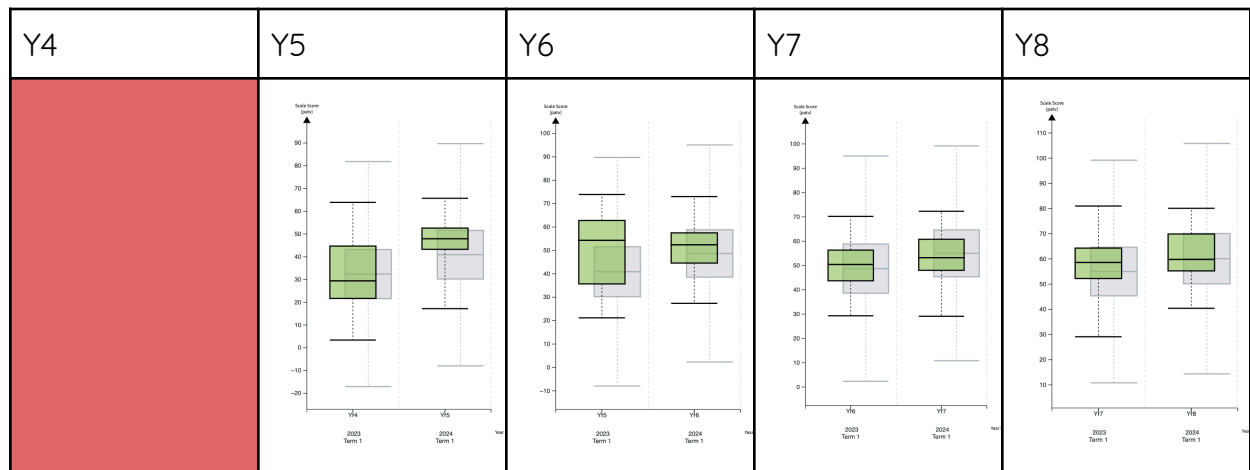
** Percentages may not add up to 100 percent due to rounding.

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Term 1: 2024



Progress 2023 - 2024 T1

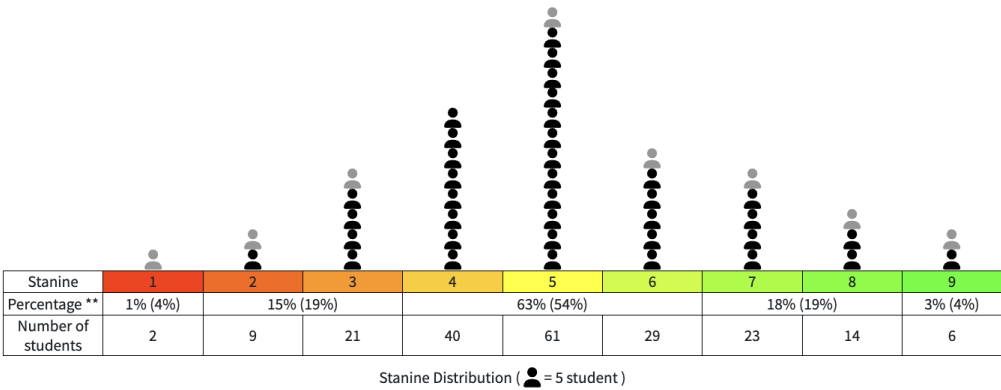


Year Level	Below Stanine 1-3	At Stanine 4-6	Above Stanine 7-9
Year 3			
Year 4	7	24	13
Year 5	2	30	8
Year 6	4	28	7
Year 7	3	17	2
Year 8	2	19	6

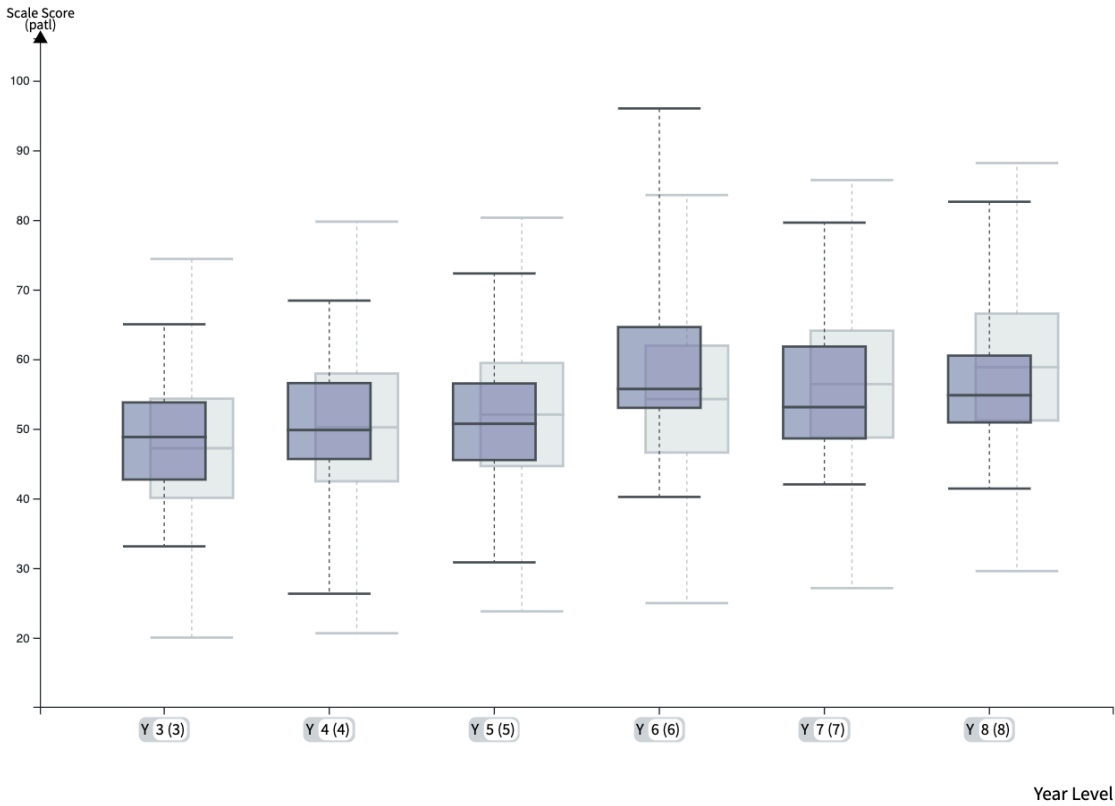
Reading Comprehension

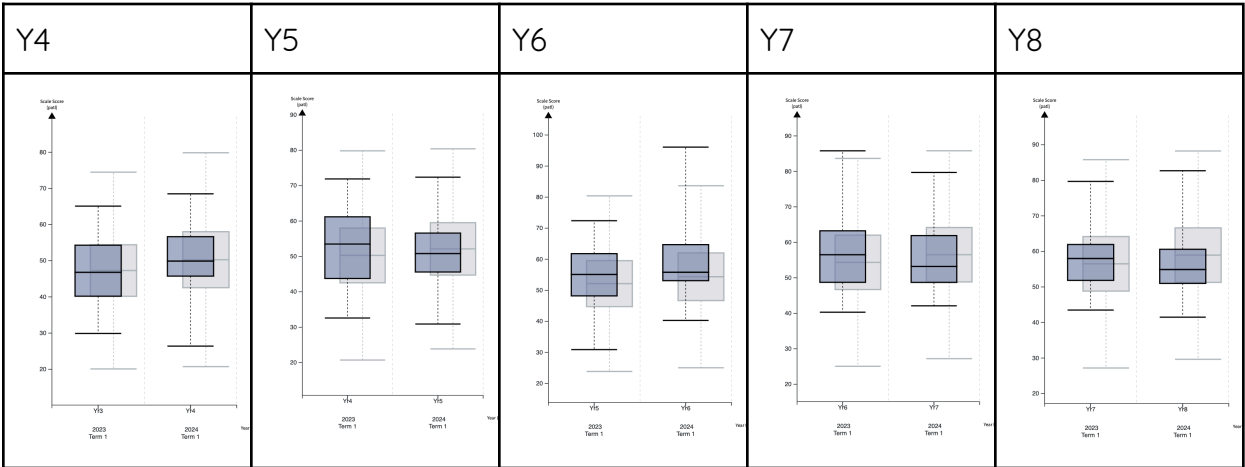
PAT: Listening Comprehension

Number of Students (Completed)	Mean Stanine
205 / 205	5.1 (5)*



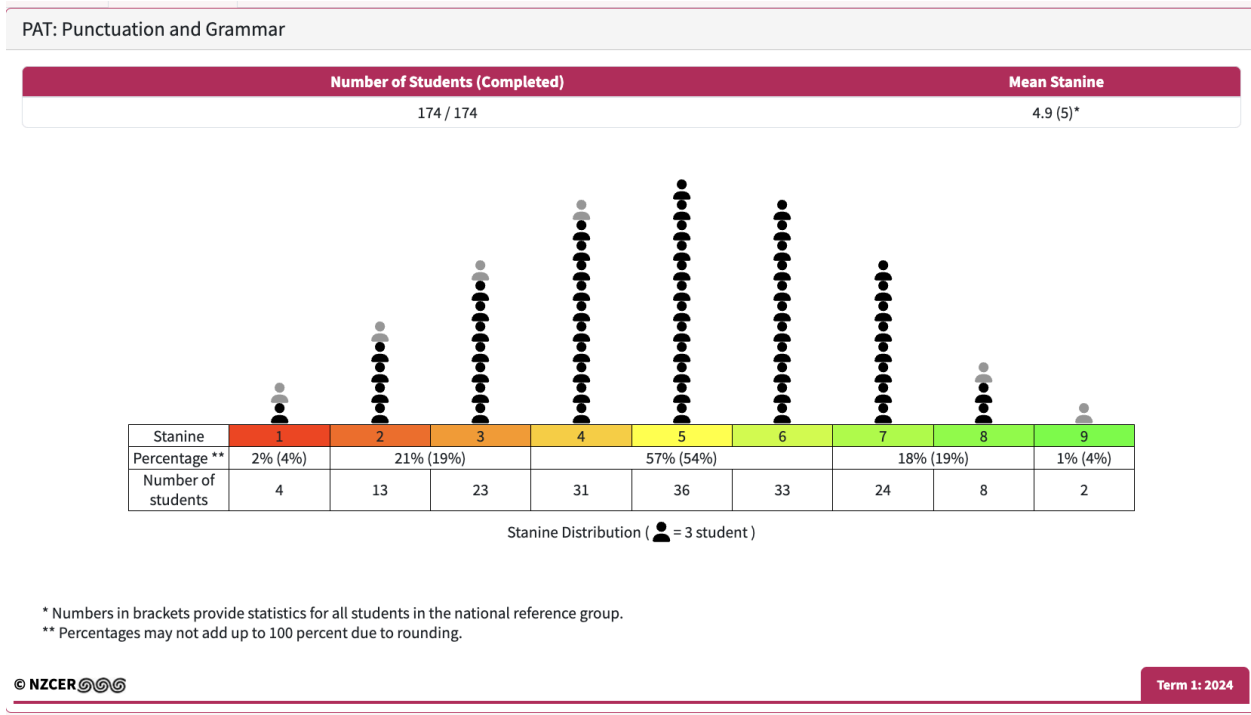
* Numbers in brackets provide statistics for all students in the national reference group.
** Percentages may not add up to 100 percent due to rounding.

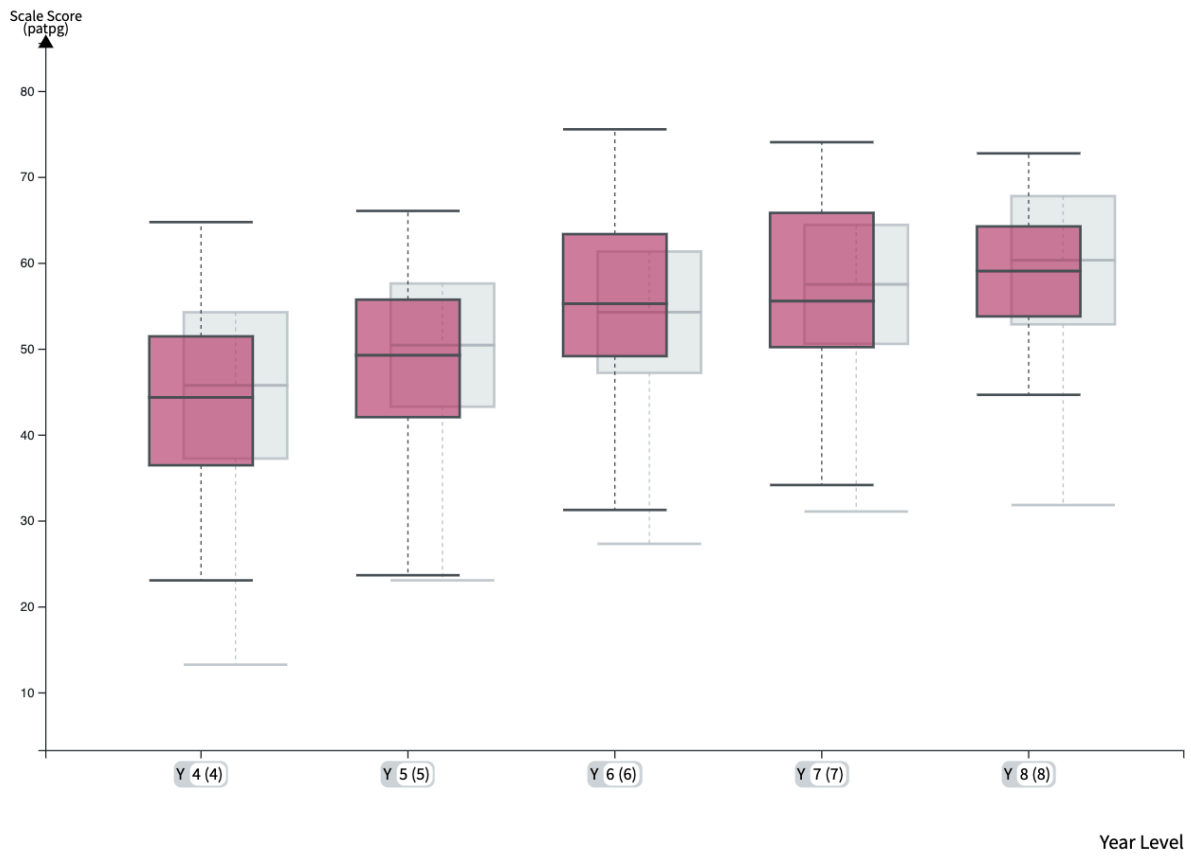




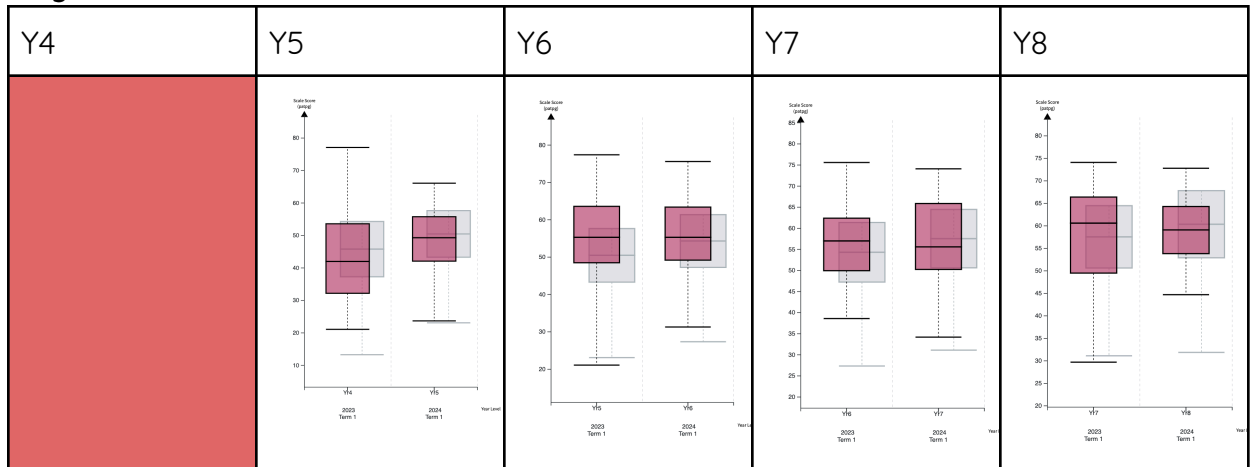
Year Level	Below Stanine 1-3	At Stanine 4-6	Above Stanine 7-9
Year 3	6	26	6
Year 4	4	29	10
Year 5	6	27	6
Year 6	4	22	13
Year 7	5	10	5
Year 8	6	16	3

Punctuation and Grammar





Progress 2023 - 2024 T1



Year Level	Below Stanine 1-3	At Stanine 4-6	Above Stanine 7-9
Year 3			
Year 4	9	29	7
Year 5	12	18	7
Year 6	8	19	12
Year 7	6	10	8
Year 8	5	21	2

Performance Level Trends

- Concentration at Expected Performance**
 - Across all learning areas, the majority of students consistently cluster around the "At" performance level (Stanine 4-6)
 - This suggests a stable, average academic performance across different subjects and year levels
- Declining Advanced Performance**
 - The number of students performing above average (Stanine 7-9) tends to decrease in higher year levels
 - Years 7 and 8 show notably fewer students in the "Above" category compared to earlier years
 - Most pronounced in Reading Vocabulary and Punctuation & Grammar
- Variability in Lower Performers**
 - The proportion of students below expected performance (Stanine 1-3) fluctuates across year levels
 - Year 3 and Year 4 often have higher numbers of students in the "Below" category
 - Performance in lower levels shows more variability compared to consistent middle-level performance

Subject-Specific Trends

Mathematics

- Gradual improvement from Year 3 to Year 4
- Consistent performance across Years 5 and 6

Reading Comprehension

- Steady increase in above-average performers from Year 4 to Year 5
- Consistent middle-level performance across year levels

Reading Vocabulary

- Peak performance in Year 5
- Gradual decline in advanced performers in Years 7 and 8
- More diverse spread of performance levels in earlier years

Listening Comprehension

- Relatively stable performance across year levels
- Slight decline in above-average performers in later years

Punctuation and Grammar

- Most variable subject in terms of performance distribution
- Improvement in above-average performers in Year 6
- Decline in advanced performance in Years 7 and 8

Systemic Observations

1. **Transitional Years**

- Year 4 appears to be a significant transition point, showing more balanced performance across subjects
- Years 7 and 8 demonstrate more concentrated, middle-level performance

2. **Consistency Across Subjects**

- Similar performance patterns observed across different learning areas
- Suggests overall academic approach and learning environment consistency

3. **Potential Areas of Focus**

- Supporting students in Years 3 and 4 to improve from "Below" to "At" levels
- Investigating reasons for declining advanced performance in later years
- Maintaining middle-level consistency while encouraging higher achievement

Limitations of Analysis

- Some students did not sit certain tests
- Data represents a single assessment period (2024 Term 1)

Recommendations for Literacy 2024 and how they were met:

- Continuing to work with Marina and Chris

We have continued to work with Chris to deliver PD to all staff and develop a Literacy Strategic plan that is unique to Te Koromiko Swannanoa School.

- PD on the curriculum refresh

We have started looking at the curriculum and how to align our assessment. This will be ongoing over the next year.

- Potential participation in University of Canterbury ALL programme for 4 teachers

2 of our teachers, one in the senior and one in the junior school have completed their Accelerated Teacher course through the University.

- Deliberate use of the school library and National Library

We have started to utilise the National Library more across the school however there is still work to be done to improve the schools effective use of the library.

- Waiting and ready to respond to the Government's expectation and changes ie Assessment, Common Practice and Structured Literacy Professional development.

10 of our teachers across the junior school completed their BSLA microcredential in structured literacy approach. This is part of the new curriculum.

Where to next 2025

1. Continue our PD work unpacking the new curriculum and aligning our assessment processes.
2. Honour the Literacy strategic plan with termly reviews to make sure we are moving forward.
3. 1 teacher will complete the facilitation microcredential and 4 teachers the teaching microcredential for BSLA.
4. Be Actively involved in the Puketeraki Kāhui Ako opportunities around workshops, moderation and PLD

Recommendations for Maths 2024 and how they were met:

- Continue in Year 2 of the Learner First programme with the team leaders and Brian continuing to attend each session. Team leaders to work with their teams to implement the learning alongside the maths vertical team.

We have really enjoyed our work with Rob this year and gain the most from seeing him in action in each school -hearing his responses to children's work is so valuable. We changed to having the vertical team attending sessions which will be worth continuing next year.

- Implement the agreed expectations in each team so there is consistency in planning and coverage of the areas of the curriculum. Use the planning units from NZ Maths across the school as our starting point for our planning and add Rapid Routines and open ended tasks to all teaching units.

This has been made more difficult as the government pulled NZ Maths and replaced it with a large new website which is much more difficult to navigate. We have been able to run the programme using the work we had already done and have implemented Rapid Routines across the school.

- Provide opportunities for teachers to observe the programme in action across the school as well as opportunities for Megan to observe the programme in each hapu and provide mentorship to teachers.
This has been more difficult and would be good for Aimee to work on next year as observations are the best way to improve maths practice.
- Provide opportunities for parents and whanau to learn more about the way we teach maths - in particular the importance of struggle and problem solving and the idea that you don't need a 'maths brain'.
These discussions have happened at parent conferences and are important to continue.
- The Kāhui is running Yr 7 - Yr 10 workshops with Rob Profit White. It would be valuable to have a Yr 7-8 teacher attend so as to build a Yr 7 - Yr 10 community of practice across the Kāhui.
Phillipa and Alex have been attending these instead of the Yr1-6 ones and although it has been a repeat of last year's work at a higher level it is a valuable way to learn what is happening at high school and create a liaison between the schools.

Where to next 2025:

- Continue working with Rob Profitt White to implement the new curriculum and align new assessment practices.
- Work with Felicity to develop strong assessment practices, led by the government's direction
- Ensure that all hapū are covering all expectations of the TLF programme including the three colours in their planning and implementation

Honouring the Te Tiriti o Waitangi - At Te Koromiko Swannanoa School we endeavour to give māmā to te Tiriti o Waitangi in our learning environment.

The Vision of Ka Hikitia Ka Hāpaitia

“Māori enjoying and achieving education success as Māori” will be realised when Māori students are succeeding in our education system, have access to equitable service in ways that are fair, respectful and culturally appropriate, and are confident in their identity, language and culture.

Kawanatanga (Governance / Making decisions WITH me)

What we are doing -

- Karakia at start and finish of meetings.
- Attending Tuahiwi workshop One and workshop Two
- Strong, positive partnerships with the community through Whānau hui twice a year.
- Positive relationships with Ngāi Tūāhuriri through Kapa haka and Mihi Whakatau
- Staff participation in Te Reo language PD
- Mihi whakatau twice a year
- Cultural competence training for staff
- ‘Place Based’ Learning - our area / our stories
- Partnership between school and whānau
- Māori whānau welcomed to be part of all groups and learning.
- Te Reo Māori used in context on Website, notices newsletters.
- Te Reo signage around the kura in response to our Cultural Narrative and gifted name.

Next Steps - Tuahiwi Workshop Two for all staff.

- Whole staff waiata

Rangitiratanga (Agency / Self Determination)

What we are doing -

- Te Koromiko and use of our naming document with building labelled.
- School whakatauki
- Ō tātou Taonga integrated with Māori language integrated
- Kapa haka weekly with Waiata linked to mana whenua
- Increased capability in planning and teaching: i.e. Aotearoa NZ Histories Curriculum. NZ Histories being taught in learning communities from a Māori lens and a Non Māori lens. •
- Māori achievement highlighted and noted in annual plans.
- Self Managed Learning
- Student’s play anywhere at anytime
- Flexible learning opportunities

- Five Peaks programme allowing agency and identity.
- Student Council
- Tuakana Teina - students helping students
- Whānau Hui

Next Steps - Explicit Te Reo progression

Ōritetanga (Equity / Belonging)

What we are doing -

- Inclusive practices.
- Whanau hui
- Te Reo is heard every day - more each term. Greetings, students saying mihi mihi.
- Māori Language Acquisition Plan
- Signs / Labels in Te Reo which reflect Te Koromiko and used as per purpose of gifting.
- Staff mihi at meetings.
- Te Reo naturally being integrated into conversations across the school.
- NZ

Next Steps - Greater decision making with whānau. Maori having more power to act and make decisions.

- Engaging more proactively with Mana Whenua more.

Te Koromiko Swannanoa School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>The school has both policy and procedures and guidelines which are reviewed on a regular basis.</p> <p>Each week there is a meeting to discuss health and safety conditions and that anyone can contribute to. This is a verbal question allowing anyone to speak and allows the barrier of a form to be removed and also mean any identified area of concern can be heard by all</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>We have an EEO policy which is reviewed whenever an appointment is made. An EEO person is appointed. The appointment's committee adheres to the EEO policy which is reviewed to and reflected upon as part of the process being implemented when appointments are made.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Our advertisements are as inclusive as possible and we receive every application which are shared across the appointments committee.</p> <p>We have a matrix designed to allow for criteria which is inclusive and aligns to our EEO policy and best practice</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>We actively look for Te Reo and Tikanga experience and people who align to Te Tiriti.</p> <p>Consultation with our Whānau during Whānau hui around into appointments.</p> <p>Our Strategic plan has explicit direction towards Te Tiriti and appointment of teachers and staff.</p> <p>Two recent appointments are mana whenua and have links to our local Marae.</p> <p>Strong links to Mana whenua and a focus on Whakawhanaungatanga and have input into EEO</p>
How have you enhanced the abilities of individual employees?	<p><i>The Board allow PLD opportunities and have supported PLD through Kāhui ako, Professional Growth Cycles.</i></p> <p>RAPLD applications to support staff through PLD and through passion, interest and actively encourage PLD for all staff.</p>

How are you recognising the employment requirements of women?	We provide equal learning opportunities for all. Through the practices with EEO. We have gender inclusion on our appointments. Our applications are inclusive and allow everyone to apply. PGC encourage women to seek PLD and opportunities if such requests arise and proactively ask.
How are you recognising the employment requirements of persons with disabilities?	Through the practices with EEO. Our applications are inclusive and allow everyone to apply

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Kiwi Sport Funding 2024

Kiwi sport funding. The Kiwisport Government funding initiative to support students' participation in organised sport. In 2024 Swannanoa received a total Kiwisport funding of \$4566.16 (excl GST). The funding was spent on extra sports gear, especially for each Hapu. This included Rugby balls, Footballs, Small balls and large balls such as Basketballs and some invasion games equipment. Upgrading and replacing sports gear, helped support some hardship students to attend sporting events. We provided coaching through the North Canterbury Sportstrust to run weekly coaching sessions for all students. Two Hapū participated in the Wai Swim programme. The number of students who benefited from the contribution was 310.