



ANNUAL REPORT 2024

Westburn Te Kura o Hereora
3589

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Statement of Variance: Progress Against Targets

In accordance with the Education and Training Act 2020, the following Statement of Variance outlines Westburn Te Kura o Hereora's progress against the 2024 Annual Plan targets. It highlights the actions undertaken, outcomes achieved, evidence gathered, and analysis of any variances between planned targets and actual outcomes. It also identifies the next steps that will guide our ongoing strategic improvement.

Strategic Goal 1 – Foundational Curriculum

Develop an engaging and flexible school curriculum that retains emphasis on Reading, Writing, Mathematics, and Science.				
Actions	What did we achieve?	Evidence	Reasons for variance	Planning for 2025
Implemented responsive Professional Learning (PLD) programme focused on pedagogical practice, Science, and Relationship Based Learning (RBL).	Increased teacher confidence and competence in Science delivery; strengthened pedagogical practices; RBL embedded across the school.	Classroom observations by SLT; ERO Evaluative Partner feedback.	Nothing of significance.	Continue Science PLD; maintain RBL focus; ensure quality induction for new staff.
Embarked on SAT-STEP and PLD in Science capabilities.	Strengthened Science leadership; reviewed and updated Science programmes; shared findings with staff.	Staff survey; termly Science newsletter updates.	Limited direct parent feedback.	Evaluate effectiveness of using House of Science kits; continue community updates.
Refined Literacy and Maths curriculum programmes.	Finalised school-wide Literacy approach; improved moderation and fidelity of programmes.	Moderation data; staff PLD attendance records.	Nothing of significance.	Embed Structured Literacy across Years 1-8; continue Maths No Problem PLD; establish a coaching position to monitor fidelity.
Engaged with Curriculum Refresh.	Staff prepared for Te Mātaiaho in released areas; curriculum review ongoing.	Staff meeting minutes; Board updates.	Awaiting full curriculum release.	Provide PLD as needed; continue internal curriculum review cycle.

Strategic Goal 2 – Broader Curriculum

Provide opportunities for our students to extend their skills and enhance their learning beyond the classrooms, such as EOTC, Music, Sport, and STEM.

Actions	What did we achieve?	Evidence	Reasons for variance	Planning for 2025
Provided balance between in-class and EOTC learning.	All teams offered at least one outside learning activity; successful Year 5-8 EOTC programme.	Team reports; WSCA support agreement.	Barriers included cost, weather, and staffing.	Early planning of Term 1 EOTC; maintain WSCA subsidy.
Investigated a sustainable STEM programme.	Design a STEM programme (digital tech focus) and introduce this using CRT funding.	CRT timetables; Merrin School visit notes.	Nothing of significance.	Review trial programme; communicate with parents via newsletters; consider parent education sessions.
Expanded music opportunities beyond the Specialist Music Programme (SMP).	Increased range of instrumental tuition available; strong SMP and JEM enrolments.	SMP, JEM, and instrument tuition enrolment data; music director reports.	Availability of spaces for music lessons and activities.	Maintain SMP and JEM programmes; use Dr Patrick Shepherd to redevelop our orchestra.
Streamlined sports opportunities.	A sustainable Winter Sports programme; improved Physical Education skill lessons; additional breaktime activity options.	Cluster reports; school Physical Education plans.	Cluster reports; school Physical Education plans.	Implement sports strategic resourcing plan; monitor revamped Winter Sports programme; maintain gender-specific sports opportunities.

Strategic Goal 3 – Culture

Prepare and equip students for their future in our bicultural country and multicultural community.

Actions	What did we achieve?	Evidence	Reasons for variance	Planning for 2025
Delivered cumulative te reo Māori programme.	Consistent te reo teaching sequence across school; whānau workshops offered.	WTKoH Curriculum; teacher feedback.	Variable whānau attendance at workshops.	Continue te reo progression; review whānau support needs; appoint new Cultural Lead.
Strengthened educationally powerful relationships (RBL focus).	RBL practices embedded; verified by ERO Evaluative Partner.	ERO report; observation notes.	Nothing of significance.	Maintain classroom observations using RBL matrices.
Developed kura-specific tikanga.	Completed signage and visual representation of cultural narrative.	Site audit; school signage.	Nothing of significance.	Encourage ongoing use of te reo Māori names.
Celebrated cultural diversity through newsletters and events.	Positive feedback on cultural newsletters; Cultural Week planned and anticipated.	Newsletter feedback; enrolment feedback.	Nothing of significance.	Continue Cultural Week and newsletter showcasing.

Strategic Goal 4 – Inclusion and Support

Resource the programmes and activities that support students to develop the attributes and skills that will make them successful at school and in their community.

Actions	What did we achieve?	Evidence	Reasons for variance	Planning for 2025
Implemented a coherent Hauora programme.	Positive impact on wellbeing and behaviour; regular behaviour data reviews maintained.	Hero data reports; staff feedback.	Nothing of significance.	Refine Hauora programme; embed E Tū Tāngata responses; continue data-driven behaviour reviews.
Protected foundation learning time and key skills teaching.	Maintained literacy/numeracy focus; critical skills integrated weekly.	Team plans; internal audit.	Nothing of significance.	Maintain minimisation of interruptions; continue skills teaching.
Supported use of Collaborative and Proactive Solutions (CPS).	CPS practices introduced; initial teacher training completed.	CPS training attendance; classroom observations.	Limited capacity for peer support (trained staff not fulltime in classrooms).	Train more teachers; embed CPS Circle Time; increase PLD opportunities.
Resourced student support above MoE provisions.	Maintained teacher aide levels; CMMI and 24-7 Youthworker support continued.	Budget reports; support staff schedules.	Dependent on fiscal viability.	Maintain support levels if fiscally sustainable.

Evaluation and analysis of student progress and achievement

Introduction

Westburn Te Kura o Hereora uses a wide range of qualitative (why and how) and quantitative (what and how many) data to evaluate student progress and achievement across the curriculum. Our 2024 analysis reflects performance in reading, writing and mathematics, along with key insights into how our local curriculum supports progress across learning areas. This evaluation also identifies groups of students who require further support and highlights next steps aligned with our 2025 strategic planning.

Overall Progress Across the Curriculum

Our 2024 end-of-year data shows that:

- **Reading:** 78% of students achieved at or above expectation. This is a 3% decrease from 2023 and 5% below our ten-year average.
- **Writing:** 69% of students achieved at or above expectation. This is a 5% decrease from 2023 and 11% below our ten-year average.
- **Mathematics:** 85% of students achieved at or above expectation. This is a 1% increase from 2023 and only slightly below our long-term average.

While mathematics remains our strongest area, we are concerned about the declining trends in reading and writing. The writing achievement range between the highest and lowest cohorts (46%) indicates inconsistency, suggesting a need for improved moderation and more consistent practice across year levels.

Achievement across other curriculum areas, such as science, social studies, and the arts, has been supported through specialist teaching, integration into classroom programmes, and regular monitoring through team planning and school-wide review cycles.

Strengths and Areas for Growth

Strengths:

- Our Year 1 and Year 8 cohorts performed well in reading and maths.
- Our Year 1 writing achievement was particularly high (100%), reflecting strong foundation programmes.
- Our English Language Learner (ELL) students continue to perform strongly in mathematics, with 83% achieving at or above expectation.
- Reading and writing moderation practices are improving and are beginning to stabilise our year-on-year data.

Areas for growth:

- Year 5 is our lowest-performing cohort in all three areas, linked to high numbers of ELL and new students, and some students with known learning challenges.
- Writing achievement remains our greatest concern, especially in Years 3 to 7 across gender and ethnic groups.
- ELL students and those new to Westburn generally achieve below expectation in literacy.

Groups Requiring Additional Support

We are actively monitoring and supporting the following groups:

- **English Language learners (ELLs)** (139 students; 28% of the school): Particularly in Years 6 to 8, where writing and reading achievement is low.

- **New students:** 119 students enrolled in 2024, 83 of whom were still enrolled at year's end. Their achievement is lower across all areas, particularly writing (37% at or above expectation).
- **Māori learners:** 67.6% in reading, 55.9% in writing, 70.6% in maths. While this reflects a positive trend over three years, writing achievement remains a concern.
- **Pacific learners:** 61.1% in both reading and writing, and 66.7% in maths. Small cohort size makes this data volatile.
- **Students facing additional challenges:** 100 students are working below expectation in at least two core areas. Common factors include English language needs, cognitive delay, trauma background, low attendance, and limited home support.

Sources of Evidence

Our evaluation is based on a wide range of evidence, including:

- Overall teacher judgments (OTJs) against curriculum levels
- Standardised assessments (e.g., e-asTTle, Maths No Problem! tracking)
- English language data (English Language Learning Progression (ELLP) levels and curriculum progress)
- Progress and moderation tracking
- Student wellbeing data from Hero
- Learning support tracking and team evaluations

Next Steps for 2025

To respond to our findings, we will:

- Continue targeted professional development for teachers in Structured Literacy, Dr Helen Walls (The Writing Teacher), Maths No Problem!, and reading comprehension strategies.
- Use writing achievement targets to investigate and improve writing programmes.
- Deepen our spelling programme inquiry using Liz Kane's The Code.
- Expand use of classroom coaching and data sharing to refine teaching programmes.
- Refine moderation practices and explore alternatives to PaCT.
- Prioritise high-need ELL cohorts and strengthen the effectiveness of ELL delivery.
- Ensure teaching is increasingly aligned to Te Mātaiaho (the New Zealand Curriculum) as it is released.

Westburn remains committed to identifying and supporting all learners, ensuring they have the tools, support, and responsive teaching needed to progress across the curriculum.

Summary

Overall, Westburn Te Kura o Hereora continues to foster strong progress and achievement in mathematics, with targeted work now underway to address challenges in reading and, most notably, writing. Our comprehensive support systems, evolving local curriculum, and commitment to inclusive and culturally responsive practice provide a strong foundation for continued improvement. The school is well-positioned to respond proactively in 2025 through a strategic focus on professional development, curriculum alignment, and support for diverse learners.

End-of-Year Achievement Summary by Year Level (% at or above expected curriculum level)

Reading – Percentage of students at or above expected curriculum level						
	Cohort	Māori	Pacific	Asian	Male	Female
Whole School	78.6	67.6	61.1	76.3	78.6	78.6
Year 1	84.6	N/A	100.0	86.4	81.3	87.0
Year 2	82.9	100.0	N/A	73.7	80.0	85.7
Year 3	81.0	75.0	25.0	83.9	87.9	72.0
Year 4	81.3	75.0	100.0	80.0	82.4	78.6
Year 5	70.0	62.5	66.7	69.0	75.0	65.4
Year 6	79.0	62.5	75.0	73.3	75.7	84.0
Year 7	76.4	50.0	66.7	77.4	69.0	84.6
Year 8	83.6	75.0	100.0	75.0	80.8	86.2

Writing – Percentage of students at or above expected curriculum level						
	Cohort	Māori	Pacific	Asian	Male	Female
Whole School	69.2	55.9	61.1	68.3	64.6	74.4
Year 1	100.0	100.0	100.0	100.0	100.0	100.0
Year 2	87.8	100.0	100.0	78.9	90.0	85.7
Year 3	69.0	75.0	25.0	67.7	69.7	68.0
Year 4	64.6	25.0	100.0	64.0	61.8	71.4
Year 5	54.0	37.5	66.7	55.2	47.9	59.6
Year 6	67.7	50.0	50.0	70.0	59.5	80.0
Year 7	63.6	50.0	66.7	64.5	51.7	76.9
Year 8	72.7	75.0	100.0	70.8	73.1	72.4

Mathematics – Percentage of students at or above expected curriculum level						
	Cohort	Māori	Pacific	Asian	Male	Female
Whole School	84.7	70.6	66.7	88.3	84.0	85.6
Year 1	100.0	100.0	100.0	100.0	100.0	100.0
Year 2	85.4	100.0	100.0	79.0	85.0	85.7
Year 3	86.2	75.0	25.0	90.3	90.0	80.0
Year 4	81.3	50.0	100.0	92.0	82.4	78.6
Year 5	80.0	75.0	66.7	84.5	77.1	82.7
Year 6	90.3	75.0	75.0	96.7	89.2	92.0
Year 7	81.8	50.0	66.7	87.1	75.9	88.5
Year 8	80.0	50.0	100.0	79.2	80.8	79.3

Te Tiriti o Waitangi and Our Commitment to Māori Success

Westburn Te Kura o Hereora is committed to giving effect to Te Tiriti o Waitangi and ensuring that Māori students enjoy and achieve education success as Māori.

In 2024, te reo Māori was taught across the school through a cumulative progression, with the aim of teaching at Levels 1 and 2 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki (Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools). A kete of tikanga Māori was maintained and used daily, including karakia timatanga, karakia whakamutunga, and karakia kai.

All classes participated in kapa haka, taught by an external specialist tutor, and the school took part in the annual Tūhono Festival, celebrating Māori performing arts.

The te reo Māori names gifted to the school's spaces and buildings by Kāi Tahu were consistently used in daily practice.

An annual Whānau Hui was held, where Māori achievement data was shared, whānau voice was sought to inform school programmes, and initiatives to improve cultural responsiveness were discussed. Following this a short series of te reo Māori workshops for whānau were held.

Classes undertook a study (and some visited) our 2024 annual site of significance to Kāi Tahu, Ōtākaro, strengthening connections to mana whenua and place-based learning.

Teaching and learning practices were underpinned by Culturally Responsive Practice, and Relationship Based Learning (RBL) matrices were used to guide observations and professional dialogue as part of teachers' Professional Growth Cycles.

Through these actions, Westburn Te Kura o Hereora continues to strengthen its commitment to honouring Te Tiriti o Waitangi and providing a culturally sustaining education for all students.

Employment Policy Compliance

The Westburn Te Kura o Hereora School Board confirms that all employment matters during 2024 complied with the provisions of the Education and Training Act 2020, relevant employment agreements, and the school's employment policies.

All teaching staff were employed in accordance with the requirements of the Teaching Council of Aotearoa New Zealand, holding current practising certificates. Recruitment, induction, and employment practices were consistent with the principles of being a good employer and in line with the Public Service Commission's Equal Employment Opportunities guidance.

Kiwisport Funding Use

Kiwisport is a Government initiative that aims to increase students' participation in organised sport. In 2024, Westburn Te Kura o Hereora received Kiwisport funding of **\$7,130**.

The funding was allocated to subsidise swimming lessons for all students, supporting the development of fundamental water safety and swimming skills. The full amount received was distributed to families to offset the cost of participation.

This initiative supports the school's strategic objectives in promoting student wellbeing and encouraging active lifestyles.

2024 Board Members

The table below lists those people who served on the school board during 2024.

Board Members' Names	Role	Date the Board Member's term finishes
Tamsyn ISHERWOOD	Parent Representative	10 September 2025
Susan JENNISON	Principal	N/A
Ilda NOGUEIRA	Parent Representative	10 September 2025
Lynne SHEARS	Staff Representative	10 September 2025
Leith SKINNER	Parent Representative – Presiding Member	Resigned 10 December 2024
Stephen SPENCE	Parent Representative	10 September 2025
Catherine WOODWARD	Parent Representative	10 September 2025





ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	3589
Principal:	Susan Jennison
School Address:	257 Waimairi Road, Christchurch
School Phone:	(03) 358 8173
School Email:	admin@westburn.school.nz

Accountant / Service Provider:

89 Nazareth Avenue
Christchurch
Ph: 03 338 4444





WESTBURN TE KURA O HEREORA

Annual Financial Statements - For the year ended 31 December 2024

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Westburn Te Kura O Hereora

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Leith Skinner	Presiding Member	Re-Elected Sep 2022	Sept 2025
Stephen Spence	Parent Representative	Re-Elected Sep 2022	Sept 2025
Ilda Nogulera	Parent Representative	Re-Elected Sep 2022	Sept 2025
Catherine Woodward	Parent Representative	Co-Opted Dec 2023	Sept 2025
Tamsyn Isherwood	Parent Representative	Elected Sep 2022	Sept 2025
Lynne Shears	Staff Representative	Re-Elected Sep 2022	Sept 2025



Westburn Te Kura O Hereora

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.

Tamsyn Isherwood
Full Name of Presiding Member

Susan Jennison
Full Name of Principal

AB
Signature of Presiding Member

SR Jennison
Signature of Principal

26/8/25
Date:

26/08/25
Date:



Westburn Te Kura O Hereora

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	4,364,294	4,097,806	4,117,725
Locally Raised Funds	3	407,876	391,737	359,448
Interest		38,784	45,000	42,315
Total Revenue		4,810,954	4,534,543	4,519,488
Expense				
Locally Raised Funds	3	102,166	95,923	75,761
Learning Resources	4	3,102,348	3,105,037	3,084,164
Administration	5	270,214	262,285	257,247
Interest		2,134	2,138	2,172
Property	6	1,358,560	1,176,694	1,191,360
Loss on Disposal of Property, Plant and Equipment		375	-	431
Total Expense		4,835,797	4,642,077	4,611,135
Net Surplus / (Deficit) for the year		(24,843)	(107,534)	(91,647)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(24,843)	(107,534)	(91,647)



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



Westburn Te Kura O Hereora

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,334,632	1,334,633	1,426,279
Total comprehensive revenue and expense for the year		(24,843)	(107,534)	(91,647)
Contribution - Furniture and Equipment Grant		23,635	-	-
Equity at 31 December		1,333,424	1,227,099	1,334,632
Accumulated comprehensive revenue and expense		1,333,424	1,227,099	1,334,632
Equity at 31 December		1,333,424	1,227,099	1,334,632



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.



Westburn Te Kura O Hereora Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	248,357	91,884	144,857
Accounts Receivable	8	244,033	226,607	220,925
GST Receivable		3,900	21,442	21,440
Prepayments		39,537	75,886	75,886
Inventories	9	5,888	1,000	6,482
Investments	10	170,000	411,017	404,832
Funds Receivable for Capital Works Projects	17	8,920	-	-
		720,635	827,836	874,422
Current Liabilities				
Accounts Payable	12	273,624	320,897	314,208
Revenue Received in Advance	13	97,778	126,227	131,968
Provision for Cyclical Maintenance	14	3,413	7,387	14,774
Finance Lease Liability	15	15,860	18,415	18,083
Funds held in Trust	16	44,099	5,872	5,872
Funds held for Capital Works Projects	17	20,514	-	-
		455,288	478,798	484,905
Working Capital Surplus/(Deficit)		265,347	349,038	389,517
Non-current Assets				
Investments	10	321,428	223,178	212,145
Property, Plant and Equipment	11	805,355	735,146	786,818
		1,126,783	958,324	998,963
Non-current Liabilities				
Provision for Cyclical Maintenance	14	36,295	72,391	34,472
Finance Lease Liability	15	22,411	7,872	19,376
		58,706	80,263	53,848
Net Assets		1,333,424	1,227,099	1,334,632
Equity		1,333,424	1,227,099	1,334,632



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



Westburn Te Kura O Hereora

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		934,513	809,301	959,252
Locally Raised Funds		294,649	258,861	254,646
International Students		78,011	130,227	157,919
Goods and Services Tax (net)		17,541	(1)	(22,798)
Payments to Employees		(632,297)	(604,564)	(632,408)
Payments to Suppliers		(688,992)	(602,345)	(718,480)
Interest Paid		(2,134)	(2,138)	(2,172)
Interest Received		40,924	50,776	43,021
Net cash from/(to) Operating Activities		42,215	40,117	38,980
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(119,012)	(56,500)	(250,179)
Purchase of Investments		(109,283)	(6,185)	(210,145)
Proceeds from Sale of Investments		234,832	(11,033)	500,883
Net cash from/(to) Investing Activities		6,537	(73,718)	40,559
Cash flows from Financing Activities				
Furniture and Equipment Grant		23,635	-	-
Finance Lease Payments		(18,707)	(19,372)	(17,885)
Funds Administered on Behalf of Other Parties		49,821	-	26,034
Net cash from/(to) Financing Activities		54,749	(19,372)	8,149
Net increase/(decrease) in cash and cash equivalents		103,501	(52,973)	87,688
Cash and cash equivalents at the beginning of the year	7	144,857	144,857	57,170
Cash and cash equivalents at the end of the year	7	248,358	91,884	144,858

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.



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



Westburn Te Kura O Hereora

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Westburn Te Kura O Hereora (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	20 -40 years
Board-owned Buildings	20 -40 years
Furniture and Equipment	10 years
Information and Communication Technology	5 - 10 years
Motor Vehicles	10 years
Textbooks	5 years
Leased Assets held under a Finance Lease	3 - 5 years
Library Resources	12.50% 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 international students, parent payments, unspent donations and grants received 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 in Trust

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

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

o) Funds held for Capital works

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

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

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.

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

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

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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
935,620	818,169	903,243
2,359,754	2,400,000	2,334,845
1,068,920	879,637	879,637
4,364,294	4,097,806	4,117,725

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue
International Student Fees

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
160,199	162,100	153,319
67,123	56,587	56,265
51,796	46,550	48,258
19,080	-	-
6,182	4,000	5,082
103,496	122,500	96,524
407,876	391,737	359,448

Expense

Extra Curricular Activities Costs
Trading
International Student - Employee Benefits - Salaries
International Student - Other Expenses

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
65,124	61,300	54,024
11,849	6,223	19,461
21,666	26,400	-
3,527	2,000	2,276
102,166	95,923	75,761

Surplus/ (Deficit) for the year Locally Raised Funds

305,710	295,814	283,687
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4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
136,663	145,929	152,242
32,899	25,000	37,805
2,790,011	2,786,466	2,777,085
20,913	27,600	18,191
119,619	116,372	96,450
2,243	3,670	2,391
3,102,348	3,105,037	3,084,164



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	12,449	5,524	5,261
Board Fees	18,178	14,600	21,033
Legal Fees	2,345	-	-
Other Administration Expenses	81,314	76,315	74,556
Employee Benefits - Salaries	109,831	112,192	105,807
Service Providers, Contractors and Consultancy	46,097	53,654	50,590
	<u>270,214</u>	<u>262,285</u>	<u>257,247</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	77,022	80,500	80,537
Cyclical Maintenance	10,107	17,236	(1,408)
Heat, Light and Water	38,529	37,521	44,142
Rates	16,588	13,500	13,474
Repairs and Maintenance	35,529	27,500	55,000
Use of Land and Buildings	1,068,920	879,637	879,637
Employee Benefits - Salaries	68,497	80,000	79,406
Other Property Expenses	43,368	40,800	40,572
	<u>1,358,560</u>	<u>1,176,694</u>	<u>1,191,360</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	48,357	91,884	144,857
Short-term Bank Deposits	200,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>248,357</u>	<u>91,884</u>	<u>144,857</u>

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

Of the \$248,357 Cash and Cash Equivalents, \$20,514 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 \$248,357 Cash and Cash Equivalents, \$53,679 of Revenue Received in Advance is held by the School, as disclosed in note 13.

Of the \$248,357 Cash and Cash Equivalents, \$44,099 funds held in trust and international student are held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	20,955	31,515	21,139
Receivables from the Ministry of Education	6,917	-	4,600
Interest Receivable	3,636	-	5,776
Teacher Salaries Grant Receivable	212,525	195,092	189,410
	<u>244,033</u>	<u>226,607</u>	<u>220,925</u>
Receivables from Exchange Transactions	24,591	31,515	26,915
Receivables from Non-Exchange Transactions	219,442	195,092	194,010
	<u>244,033</u>	<u>226,607</u>	<u>220,925</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,519	-	2,651
School Uniforms	4,369	1,000	3,831
	<u>5,888</u>	<u>1,000</u>	<u>6,482</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	170,000	411,017	404,832
Non-current Asset			
Long-term Bank Deposits	321,428	223,178	212,145
Total Investments	<u>491,428</u>	<u>634,195</u>	<u>616,977</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building improvements - Crown	413,555	10,629			(20,112)	404,072
Furniture and Equipment	201,194	89,558			(42,940)	247,812
Information and Communication Technology	125,935	17,290			(36,590)	106,635
Leased Assets	36,924	19,519			(18,681)	37,762
Library Resources	9,210	1,537	(377)		(1,296)	9,074
	<u>786,818</u>	<u>138,533</u>	<u>(377)</u>	<u>-</u>	<u>(119,619)</u>	<u>805,355</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.



	\$	\$	\$	\$	\$	\$
Building improvements - Crown	817,316	(413,244)	404,072	806,687	(393,132)	413,555
Furniture and Equipment	865,385	(617,573)	247,812	775,827	(574,633)	201,194
Information and Communication Technology	476,342	(369,707)	106,635	464,077	(338,142)	125,935
Leased Assets	72,151	(34,389)	37,762	100,832	(63,908)	36,924
Library Resources	73,848	(64,774)	9,074	75,385	(66,175)	9,210
	2,305,042	(1,499,687)	805,355	2,222,808	(1,435,990)	786,818

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	33,034	100,586	100,586
Accruals	13,660	8,274	7,761
Employee Entitlements - Salaries	212,525	195,092	189,410
Employee Entitlements - Leave Accrual	14,405	16,945	16,451
	273,624	320,897	314,208
Payables for Exchange Transactions	273,624	320,897	314,208
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	273,624	320,897	314,208

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	14,678	-	13,468
International Student Fees in Advance	74,788	108,000	100,273
Other revenue in Advance	8,312	18,227	18,227
	97,778	126,227	131,968



14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	49,246	72,391	86,538
Increase to the Provision During the Year	10,107	17,236	(1,408)
Use of the Provision During the Year	(19,645)	(9,849)	(35,884)
Provision at the End of the Year	39,708	79,778	49,246
Cyclical Maintenance - Current	3,413	7,387	14,774
Cyclical Maintenance - Non current	36,295	72,391	34,472
	39,708	79,778	49,246

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2025 This plan is based on the schools 10 Year Property Plan 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	18,048	19,915	19,967
Later than One Year and no Later than Five Years	24,491	8,372	20,184
Future Finance Charges	(4,268)	(2,000)	(2,692)
	38,271	26,287	37,459
Represented by			
Finance lease liability - Current	15,860	18,415	18,083
Finance lease liability - Non current	22,411	7,872	19,376
	38,271	26,287	37,459

16. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	44,099	5,872	5,872
	44,099	5,872	5,872

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.



17. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Heatpump Replacement Project number 251644	-	20,514	-	-	20,514
Wastewater Investigation & Repairs and Spouting Replacement Project number 247914	-	81,500	(90,420)	-	(8,920)
Totals	-	102,014	(90,420)	-	11,594

Represented by:

Funds Held on Behalf of the Ministry of Education	20,514
Funds Receivable from the Ministry of Education	(8,920)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Musicians Corner	-	3,361	-	(3,361)	-
SIP Bike Pump Track	(34,928)	14,676	-	20,252	-
SIP Mini Ball Court	-	5,617	-	(5,617)	-
SIP School Entrance Upgrade	8,877	-	-	(8,877)	-
Totals	(26,051)	23,654	-	2,397	-

Represented by:

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

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	5,250	4,710
<i>Leadership Team</i>		
Remuneration	286,328	286,615
Full-time equivalent members	2	2
Total key management personnel remuneration	291,578	291,325

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance Committee (3 members) that meet nine times 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	160 - 170	160 - 170
Benefits and Other Emoluments	0 - 5	0 - 5

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	9.00	7.00
110 - 120	2.00	1.00
120 - 130	1.00	1.00
	12.00	9.00

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 \$20,514 (2023:\$0) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Heatpump Replacement	\$20,514

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

(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	248,357	91,884	144,857
Receivables	244,033	226,607	220,925
Investments - Term Deposits	491,428	634,195	616,977
Total financial assets measured at amortised cost	983,818	952,686	982,759

Financial liabilities measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Payables	273,624	320,897	314,208
Finance Leases	38,271	26,287	37,459
Total financial liabilities measured at amortised cost	311,895	347,184	351,667

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 Westburn School's financial statements for the year ended 31 December 2024

The Auditor-General is the auditor of Westburn School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, 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 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) 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
- b) 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 26th August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the 2024 Annual 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.

A handwritten signature in blue ink, appearing to read "Michael Lee".

Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Christchurch, New Zealand