

RUKUHIA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1938

Principal: Kevin Drury

School Address: 58 Rukuhia Road

School Postal Address: 58 Rukuhia Road RD 2, Ohaupo, 3882

School Phone: 07 843 6967

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Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

RUKUHIA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
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1	Statement of Responsibility
---	-----------------------------

2	Statement of Comprehensive Revenue and Expense
---	--

3	Statement of Changes in Net Assets/Equity
---	---

4	Statement of Financial Position
---	---------------------------------

5	Statement of Cash Flows
---	-------------------------

6 - 21	Notes to the Financial Statements
--------	-----------------------------------

Independent Auditor's Report

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

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

Rukuhia 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.

Lisa Gifkins

Full Name of Presiding Member

KEVIN DRURY

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

29/4/25

Date:

29/4/25

Date:

Rukuhia School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,223,940	1,078,023	1,142,257
Locally Raised Funds	3	55,443	60,000	44,241
Interest		11,162	5,000	6,895
Total Revenue		1,290,545	1,143,023	1,193,393
Expense				
Locally Raised Funds	3	31,332	20,000	34,500
Learning Resources	4	829,390	776,298	779,687
Administration	5	86,446	99,294	94,435
Interest		394	1,000	407
Property	6	298,228	246,431	268,112
Loss on Disposal of Property, Plant and Equipment		799	-	-
Total Expense		1,246,589	1,143,023	1,177,141
Net Surplus / (Deficit) for the year		43,956	-	16,252
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		43,956	-	16,252

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

Rukuhia 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		450,532	468,863	468,863
Total comprehensive revenue and expense for the year		43,956	-	16,252
Distribution to MOE-Capital Works		-	-	(44,700)
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	10,117
Equity at 31 December		494,488	468,863	450,532
Accumulated comprehensive revenue and expense		494,488	468,863	450,532
Equity at 31 December		494,488	468,863	450,532

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.

Rukuhia School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	23,455	127,044	87,075
Accounts Receivable	8	74,683	66,736	54,983
GST Receivable		6,335	10,864	-
Prepayments		1,858	1,033	1,103
Inventories	9	4,460	20,164	9,335
Investments	10	171,719	88,480	119,306
		282,510	314,321	271,802
Current Liabilities				
GST Payable		-	-	1,726
Accounts Payable	12	91,532	103,969	79,672
Revenue Received in Advance	13	2,000	-	1,250
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	2,230	2,963	2,261
Funds held in Trust	16	516	3,000	1,282
Funds held for Capital Works Projects	17	3,791	-	49,267
		100,069	109,932	135,458
Working Capital Surplus/(Deficit)		182,441	204,389	136,344
Non-current Assets				
Property, Plant and Equipment	11	333,832	267,387	323,625
		333,832	267,387	323,625
Non-current Liabilities				
Provision for Cyclical Maintenance	14	18,448	-	8,785
Finance Lease Liability	15	3,337	2,913	652
		21,785	2,913	9,437
Net Assets		494,488	468,863	450,532
Equity		494,488	468,863	450,532

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

Rukuhia School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		285,029	248,292	266,603
Locally Raised Funds		55,443	60,000	44,241
Goods and Services Tax (net)		(8,061)	-	12,590
Payments to Employees		(87,232)	(120,000)	(92,628)
Payments to Suppliers		(163,317)	(116,435)	(185,889)
Interest Paid		(394)	(1,000)	(407)
Interest Received		10,183	5,000	5,975
Net cash from/(to) Operating Activities		104,199	75,857	50,485
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(62,720)	(28,500)	(72,664)
Purchase of Investments		(110,450)	-	(30,825)
Proceeds from Sale of Investments		58,037	-	-
Net cash from/(to) Investing Activities		(127,681)	(28,500)	(103,489)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,117
Distributions to Ministry of Education		-	-	(44,700)
Finance Lease Payments		(1,261)	(3,500)	(1,252)
Funds Administered on Behalf of Other Parties		(38,877)	(2,000)	90,727
Net cash from/(to) Financing Activities		(40,138)	(5,500)	54,892
Net increase/(decrease) in cash and cash equivalents		(63,620)	41,857	1,888
Cash and cash equivalents at the beginning of the year	7	87,075	85,187	85,187
Cash and cash equivalents at the end of the year	7	23,455	127,044	87,075

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.

Rukuhia School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Rukuhia 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 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Furniture and Equipment	3-15 years
Information and Communication Technology	3-5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

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

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
290,409	248,980	269,320
727,597	668,198	683,088
205,934	160,845	189,849
1,223,940	1,078,023	1,142,257

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

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
6,426	37,000	14,331
21,847	20,000	16,332
12,583	-	10,338
14,587	3,000	3,240
55,443	60,000	44,241

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs

21,098	20,000	20,615
10,234	-	13,809
-	-	76
31,332	20,000	34,500

Surplus for the year Locally Raised Funds

24,111	40,000	9,741
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4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
4,160	7,700	5,642
765,767	728,198	717,107
14,160	19,900	15,996
44,723	20,000	40,366
580	500	576
829,390	776,298	779,687

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	7,090	4,854	4,855
Board Fees and Expenses	3,796	7,500	7,190
Operating Leases	-	3,500	3,515
Other Administration Expenses	33,224	33,440	26,645
Employee Benefits - Salaries	30,006	40,000	41,929
Insurance	3,150	2,000	1,721
Service Providers, Contractors and Consultancy	9,180	8,000	8,580
	<u>86,446</u>	<u>99,294</u>	<u>94,435</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	4,336	5,000	4,883
Cyclical Maintenance	9,663	6,000	8,785
Heat, Light and Water	15,952	15,000	14,587
Rates	-	250	-
Repairs and Maintenance	38,668	32,836	24,616
Use of Land and Buildings	205,934	160,845	189,849
Employee Benefits - Salaries	19,021	20,000	17,920
Other Property Expenses	4,654	6,500	7,472
	<u>298,228</u>	<u>246,431</u>	<u>268,112</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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	23,455	127,044	87,075
Cash and cash equivalents for Statement of Cash Flows	<u>23,455</u>	<u>127,044</u>	<u>87,075</u>

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

Of the \$23,455 Cash and Cash Equivalents, \$3,791 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 \$23,455 Cash and Cash Equivalents, \$2,000 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	-	9,840	-
Receivables from the Ministry of Education	2,114	-	-
Interest Receivable	2,815	916	1,836
Banking Staffing Underuse	-	-	205
Teacher Salaries Grant Receivable	69,754	55,980	52,942
	<u>74,683</u>	<u>66,736</u>	<u>54,983</u>
Receivables from Exchange Transactions	2,815	10,756	1,836
Receivables from Non-Exchange Transactions	71,868	55,980	53,147
	<u>74,683</u>	<u>66,736</u>	<u>54,983</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	4,130	19,939	9,198
Uniforms	330	225	120
Cookies	-	-	17
	<u>4,460</u>	<u>20,164</u>	<u>9,335</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	171,719	88,480	119,306
Total Investments	<u>171,719</u>	<u>88,480</u>	<u>119,306</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	3,058	-	-	-	(310)	2,748
Building Improvements	171,271	37,751	-	-	(7,137)	201,885
Furniture and Equipment	95,553	6,202	(799)	-	(23,491)	77,465
Information and Communication Technology	10,283	2,723	-	-	(3,707)	9,299
Motor Vehicles	23,500	-	-	-	(4,700)	18,800
Leased Assets	2,449	5,723	-	-	(2,779)	5,393
Library Resources	17,511	3,330	-	-	(2,599)	18,242
	323,625	55,729	(799)	-	(44,723)	333,832

The net carrying value of equipment held under a finance lease is \$5,393 (2023: \$2,449)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	12,387	(9,639)	2,748	12,387	(9,329)	3,058
Building Improvements	303,468	(101,583)	201,885	265,717	(94,446)	171,271
Furniture and Equipment	292,978	(215,513)	77,465	348,825	(253,272)	95,553
Information and Communication Technology	58,365	(49,066)	9,299	89,033	(78,750)	10,283
Motor Vehicles	23,500	(4,700)	18,800	23,500	-	23,500
Leased Assets	14,564	(9,171)	5,393	8,840	(6,391)	2,449
Library Resources	62,985	(44,743)	18,242	59,656	(42,145)	17,511
	768,247	(434,415)	333,832	807,958	(484,333)	323,625

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	13,921	33,955	21,073
Accruals	7,090	4,713	4,855
Banking Staffing Overuse	-	8,414	-
Employee Entitlements - Salaries	69,754	55,980	52,942
Employee Entitlements - Leave Accrual	767	907	802
	<u>91,532</u>	<u>103,969</u>	<u>79,672</u>
Payables for Exchange Transactions	91,532	103,969	79,672
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>91,532</u>	<u>103,969</u>	<u>79,672</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
MOE Income in Advance	2,000	-	1,250
	<u>2,000</u>	<u>-</u>	<u>1,250</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	8,785	(6,000)	-
Increase to the Provision During the Year	9,224	6,000	8,319
Use of the Provision During the Year	-	-	-
Other Adjustments	439	-	466
Provision at the End of the Year	<u>18,448</u>	<u>-</u>	<u>8,785</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	18,448	-	8,785
	<u>18,448</u>	<u>-</u>	<u>8,785</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2032. This plan is based on the schools painting invoices, adjusted for inflation.

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	2,618	2,963	2,423
Later than One Year and no Later than Five Years	3,690	2,913	672
Future Finance Charges	(741)	-	(182)
	<u>5,567</u>	<u>5,876</u>	<u>2,913</u>

Represented by

Finance lease liability - Current	2,230	2,963	2,261
Finance lease liability - Non current	3,337	2,913	652
	<u>5,567</u>	<u>5,876</u>	<u>2,913</u>

16. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	516	3,000	1,282
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>516</u>	<u>3,000</u>	<u>1,282</u>

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	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
A,F: Roofing		242922	17,004	6,042	(21,164)	1,882	-
SITE,A,B: Canopy & Window Replacement		242924	32,263	21,381	(49,853)	-	3,791
Totals			49,267	27,423	(71,017)	1,882	3,791

Represented by:

Funds Held on Behalf of the Ministry of Education	3,791
Funds Receivable from the Ministry of Education	-

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Septic Pump Replacement		241067	-	6,895	(6,895)	-	-
Septic Pump Replacement Storm Damage		243812	-	8,318	(8,318)	-	-
A,F: Roofing		242922	-	22,990	(5,986)	-	17,004
SITE,A,B: Canopy & Window Replacement		242924	-	33,063	(800)	-	32,263
BOT & 5YA Block I Replacement Ancillary		212218	(41,947)	8,830	33,117	-	-
Roof Replacement		235193	(1,231)	-	1,231	-	-
Totals			(43,178)	80,096	12,349	-	49,267

Represented by:

Funds Held on Behalf of the Ministry of Education	49,267
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 conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

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	2,170	3,956
<i>Leadership Team</i>		
Remuneration	349,424	339,713
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	351,594	343,669

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	2.00	1.00
	2.00	1.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$3,791 (2023: \$83,122) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
SITE,A,B: Canopy & Window Replacement	3,791
Total	3,791

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

(b) Operating Commitments

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

23. 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	23,455	127,044	87,075
Receivables	74,683	66,736	54,983
Investments - Term Deposits	171,719	88,480	119,306
Total financial assets measured at amortised cost	<u>269,857</u>	<u>282,260</u>	<u>261,364</u>

Financial liabilities measured at amortised cost

Payables	91,532	103,969	79,672
Finance Leases	5,567	5,876	2,913
Total financial liabilities measured at amortised cost	<u>97,099</u>	<u>109,845</u>	<u>82,585</u>

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Rukuhia School (the School). The Auditor-General has appointed me, Liyan Yao, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 07 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 information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Evaluation of the school's students' progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, cover page and index page, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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

Rukuhia School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Lisa Gifkins	Presiding Member	Elected	Sep 2025
Kevin Drury	Principal	ex Officio	
Jane Coles	Staff Representative	Elected	Sep 2025
Monique Mulhurn	Other	Elected	Sep 2025
Paul Ingram	Other	Elected	Sep 2025
Paul Holloway	Other	Elected	Sep 2025
Tom Cave	Other	Elected	Sep 2025

Rukuhia School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2,109 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Rukuhia School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Māori Responsiveness Plan / Giving effect to Te Tiriti o Waitangi

Rukuhia School 2024

Rationale:	<p>To make a significance difference for Māori Education.</p> <p>Ref : Ka Hikitia Accelerating Success</p>			
Links to school vision & values, strategic plan, targets etc.	<p>Forming partnerships to support Te Reo and Tikanga Māori</p> <p>Undertaking professional development to extend teacher capacity and capability linking to improving student achievement and Māori students being successful as Māori</p> <p>Provide a quality learning environment supporting and reflecting the Principles of the Treaty of Waitangi</p> <p>Whanau Group—values REAL</p>			
Principles of the Treaty http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-16-January-2012	School <i>Our school will...</i>	Students <i>Our students will...</i>	Whānau <i>Our Whānau will...</i>	Iwi and Community <i>Iwi & Community will...</i>
Partnership is...	Consulting with parents/whanau	Support and learn alongside each other	Actively involved in their child's learning	Making links with school and whanau
Protection is...	Reflecting the identity, language and culture of Māori students	Adhering to the school values and whakatauki	Endeavour to protect the principles of the treaty through the teaching of te reo/tikanga	To follow the principles of the treaty by protecting the land
Participation is...	Actively include parents/whanau in their child's learning through interviews, reports	Participate in cultural events and activities	Attend hui and interviews and whanau events	Have an open door policy

Tātaiako Competencies http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf	School <i>In our school we...</i>	Teachers and Leaders <i>Our teachers and leaders...</i>
Ako Reciprocal teaching and learning Practice in the classroom and beyond Ako-reciprocal teaching/learning; parent, whanau, hapū, learner, teacher (Ka Hikitia) Effective learning by Māori learners Effective pedagogy Effective curriculum for Māori learners Graduating Teacher Standards GTS 2 ,4 ,5 ,7 Registered Teacher Criteria RTC 4, 6, 8, 12	Encourage parents/whanau to share their knowledge, skills and interests with teachers and students, eg, flax weaving, Lake Cameron study, Marae visits, cooking Involve parents/whanau in consultation process re curriculum Teachers and Leaders will complete PLD—He Papa Tikanga	Plan for te reo and tikanga each week. Provide “Hands on Learning” activities. Authentic learning – gardening experiences Give opportunity for our Māori students to lead and share their talents
Whanaungatanga Relationships, (students, iwi, hapu, family connections) with high expectations Effective relationships with Māori learners Effective parent, whānau and iwi Keeping connected Productive partnerships(Ka Hikitia) Graduating Teacher Standards GTS 6 Registered Teacher Criteria RTC 1	Establish and maintain effective, professional relationships with parents/whanau and students	Regularly liaise with parents/whanau Promote wellbeing of students Promote student’s interests and strengths and successes
Tangata Whenuatanga Learning that is authentic to where the child is coming from Place-based, socio-cultural awareness and knowledge Effective language and cultural practices for Māori learners Te Reo Māori/reo ā-iwi Tikanga Māori/tikanga-ā-iwi Place based education All learning and interaction occurs within a cultural context Knowledge of whakapapa – knowing who children are, where they come from and who they belong to Identity, language, culture Graduating Teacher Standards GTS 1, 3 Registered Teacher Criteria RTC 3, 9, 10	Regularly review and update our school Māori curriculum Share our expertise and knowledge of te reo and tikanga Will provide a lead teacher to promote te reo	Language and culture included in weekly planning Authentic learning experiences Pronounce Māori words correctly Upskill their knowledge and skills in te reo/tikanga Display respect for Māori Provide leadership opportunities Provide education about current and local events Share our mini inquiries

<p>Manaakitanga</p> <p>Caring for Māori learners, as culturally located beings</p> <p>Values - integrity, trust, sincerity, equity</p> <p>Effective teaching profile (Te Kotahitanga)</p> <p>Caring for Māori learners as culturally located beings</p> <p>Treating Māori students, Whānau and iwi equitably with sincerity and integrity</p> <p>Graduating Teacher Standards</p> <p>GTS 3, 4, 6</p> <p>Registered Teacher Criteria</p> <p>RTC 2, 7</p>	<p>Promote the values of integrity, trust, sincerity and equity</p>	<p>Provide opportunities for group work</p> <p>Give choices re tasks and places where to work</p> <p>Have high expectations for Māori students</p> <p>Model learning and behaviour</p> <p>Create rules/treaty for the Junior School</p>
<p>Wānanga</p> <p>Communication, problem-solving, innovation</p> <p>Students, Whānau, and iwi engaging in discussions and robust debate</p> <p>Effective learning and teaching interactions with students, Whānau and iwi</p> <p>Reporting and co-constructing learning goals</p> <p>Graduating Teacher Standards</p> <p>GTS 5, 6, 7</p> <p>Registered Teacher Criteria</p> <p>RTC 5, 11, 12</p>	<p>Encourage whanau voice through parent interviews, meetings, hui, education workshops</p>	<p>Provide opportunities for students to share mihi</p> <p>Will celebrate success of Māori will focus on next learning steps</p> <p>Will involve parents/whanau in discussions</p> <p>Will initiate with a parent/whanau group and attend meetings</p> <p>Will regularly involve whanau in their child’s learning</p> <p>Will follow protocol when visiting Melville Marae</p> <p>Will regularly encourage and review whanau voice</p>

Analysis of Variance Reporting



School Name:	Rukuhia School 2024	School Number:	1938
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Strategic Aim:	<ul style="list-style-type: none"> · All students are successfully able to access the NZ Curriculum. · Students will be encouraged to take risks challenging their own abilities · Differences and individual needs of students will be recognised , celebrated and addressed · Integrated digital learning · Student engagement / self-managing / learning for success · Goal setting - Next steps established collaboratively · Individual or group learning plans in place – linked to learning · Student voice · Reports to parents family, whanau and how they can help at home · Regular reporting to BOT to ensure resourcing meets the needs of learners · GATE / ESOL /Special learning needs · Integrated learning/inquiry/differentiated learning
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Annual Aim:	<ul style="list-style-type: none"> • Strengthen the NZ English curriculum (Target Writing) as an integral part of the assessment and delivery programme school wide. • Development of effective classroom programmes to support children's progress and achievement in writing. • Explore oral Language programmes throughout the school to support Engagement, Learning and Achievement, using literacy links and language.
Target:	<p>Click here to record your target/s that relate to you annual and strategic aims above (as set out in your charter).</p> <ul style="list-style-type: none"> • To have 93 students working within the expected curriculum levels • To get 12 priority students working within the expected curriculum levels • To get 11 students working ABOVE • To get 9 Māori student working within the expected achievement levels

Baseline Data:

Reading:

Student achievement - End of year Data 2023

Whole School

26 are working ABOVE expected reading levels.

72 are working at expected reading levels.

27 are working BELOW expected reading levels.

Maori Students

1 writing above expected reading levels.

8 writing at expected reading levels.

Maori Boys

7 are writing at expected reading levels.

Maori Girls

1 writing ABOVE the expected reading levels.

1 writing at the expected level

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>New Entrants (1st 6 months) to focus on – oral language / phonics /letter recognition.</p> <p>All students PROBE / PM tested in Terms 1-4.</p> <p>To identify children at risk and develop programmes to meet these needs.</p> <p>To identify children working above their year level and extend these children.</p> <p>Whanau/ parents of targeted children to be informed and consulted as to what they can do at home to support their children's learning.</p> <p>Engage teacher aids to support and extend children in classroom programmes and breakout programmes.</p> <p>Interschool observation/ teaching visits and learning conversations</p> <p>The Teacher and Teacher Aids to target specific groups within classrooms – particularly priority / target students.</p>	<p>The school charter in writing for 2024 included our writing targets.</p> <p>1.To increase the number of students working AT or ABOVE their expected level, in relation to the Curriculum writing level to 93 students. 111 Achieved</p> <p>2.To have 12 priority students working below their expected CL to be working within their expected CL. Achieved 7 students.</p> <p>3.To have 11 students working AT get to ABOVE. Achieved 16 students.</p>	<p>Tried and tested writing programme supported by teachers and the 2 hour 9-11am uninterrupted literacy time.</p> <p>We have continued to seek out relevant and up to date PLD for staff and having 3 highly trained reading recovery teachers has allows us to review and moderated writing results to support the testing.</p> <p>We identified students' strengths through assessment. At the same time it was bought to our attention the students who need that “bit extra” this has been supported by the BOT with TA time, resources and funding for PLD.</p>	<p>Aim to keep writing a school wide focus in 2025.</p> <p>Support writing through the reading programme with Oral Language – this will continue as a schoolwide focus for 2025.</p> <p>We will continue seek out relevant PLD linking to teacher delivery and student achievement in literacy.</p> <p>The BOT will commit to funding the TA programme.</p> <p>Staff will continue collaborative teaching, mentoring and a high level of analytical data analysis.</p> <p>Staff will continue to track students the learning and progress of students.</p>

Link the assessment of writing to the achievement levels as set in the NZC.

For targeted students - review and report progress and learning once a term and decide on next steps

Planning for next year:

The BOT will continue to receive data showing student achievement and progress. They will acknowledge teacher PD through budget allocation. The BOT will continue to ask the question “Where to from Here and how can we help “ as well as what impact is the teacher PD having on achievement levels throughout the school. The BOT will continue to track student engagement, learning and achievement through staff and principals report as well as analysed data.

Tātaritanga raraunga



