

# ABERFELDY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 2330

**Principal:** Josh Paton

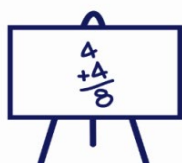
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**School Phone:** 06 342 5757

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#### Accountant / Service Provider:



**EDUCATION  
FINANCE**

[www.educationfinance.co.nz](http://www.educationfinance.co.nz)

# ABERFELDY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

## Index

Page	Statement
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Statement of Comprehensive Revenue and Expense
<a href="#">3</a>	Statement of Changes in Net Assets/Equity
<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6 - 17</a>	Notes to the Financial Statements
<a href="#">18 - 21</a>	Independent Auditor's Report
<b>Other Information</b>	
<a href="#">22</a>	KiwisportKiwisport
<a href="#">23 - 24</a>	Statement of Compliance with Employment Policy
<a href="#">25</a>	Members of the Board
<a href="#">26 - 33</a>	Statement of Variance: Progress Against Targets
<a href="#">34</a>	Evaluation of the School's Students' Progress and Achievement
<a href="#">35</a>	How We Have Given Effect to Te Tiriti o Waitangi

# Aberfeldy School

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Michelle Dwyer

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

23 May 2024

Date:

Shondel Mackie

Full Name of Principal

[Signature]

Signature of Principal

23 May 2024

Date:

# Aberfeldy School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	442,728	402,000	420,968
Locally Raised Funds	3	18,825	22,000	21,296
Interest		6,228	1,000	1,969
<b>Total Revenue</b>		467,781	425,000	444,233
<b>Expense</b>				
Locally Raised Funds	3	4,603	3,000	9,957
Learning Resources	4	204,508	213,600	187,291
Administration	5	115,173	107,400	128,055
Interest		64	-	-
Property	6	109,676	90,600	97,002
Other Expense	7	25,026	25,000	24,427
<b>Total Expense</b>		459,050	439,600	446,732
<b>Net Surplus / (Deficit) for the year</b>		8,731	(14,600)	(2,499)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		8,731	(14,600)	(2,499)

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

# Aberfeldy School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		212,501	210,000	213,284
Total comprehensive revenue and expense for the year		8,731	(14,600)	(2,499)
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	1,716
<b>Equity at 31 December</b>		221,232	195,400	212,501
Accumulated comprehensive revenue and expense		221,232	195,400	212,501
Reserves		-	-	-
<b>Equity at 31 December</b>		221,232	195,400	212,501

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.

# Aberfeldy School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	193,255	142,900	160,087
Accounts Receivable	9	12,904	15,000	13,053
GST Receivable		5,092	2,000	68
Prepayments		5,965	500	-
		217,216	160,400	173,208
<b>Current Liabilities</b>				
Accounts Payable	11	61,627	25,000	17,911
Provision for Cyclical Maintenance	12	3,380	-	26,000
Finance Lease Liability	13	500	500	-
Funds held for Capital Works Projects	14	4,717	-	-
		70,224	25,500	43,911
<b>Working Capital Surplus/(Deficit)</b>		146,992	134,900	129,297
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	80,579	68,900	87,204
		80,579	68,900	87,204
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	5,506	8,000	4,000
Finance Lease Liability	13	833	400	-
		6,339	8,400	4,000
<b>Net Assets</b>		221,232	195,400	212,501
<b>Equity</b>		221,232	195,400	212,501

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

# Aberfeldy School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		204,748	126,000	202,622
Locally Raised Funds		18,825	22,000	21,296
Goods and Services Tax (net)		(5,024)	-	1,306
Payments to Employees		(83,456)	(83,500)	(81,398)
Payments to Suppliers		(104,486)	(85,000)	(125,618)
Interest Paid		(64)	-	
Interest Received		6,228	1,000	1,969
Net cash from/(to) Operating Activities		36,771	(19,500)	20,177
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(8,085)	(5,000)	(5,934)
Net cash from/(to) Investing Activities		(8,085)	(5,000)	(5,934)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	1,716
Finance Lease Payments		(235)	(1,600)	
Funds Administered on Behalf of Other Parties		4,717	-	1,622
Net cash from/(to) Financing Activities		4,482	(1,600)	3,338
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>33,168</b>	<b>(26,100)</b>	<b>17,581</b>
Cash and cash equivalents at the beginning of the year	8	160,087	169,000	142,505
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>193,255</b>	<b>142,900</b>	<b>160,086</b>

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.

# Aberfeldy School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Aberfeldy 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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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 12.

###### *Useful lives of property, plant and equipment*

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

### **Critical Judgements in applying accounting policies**

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

#### **Classification of leases**

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19.

#### **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 schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

#### **h) Inventories**

Inventories are consumable items held for sale and 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.

#### **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:

Building improvements	10–50 years
Board Owned Buildings	10–50 years
Furniture and equipment	10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **k) Impairment of property, plant, and equipment and intangible assets**

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

##### **Non cash generating assets**

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

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

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

#### **o) 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.

**p) Financial Instruments**

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

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

**q) 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.

**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 statements 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	204,038	186,000	205,016
Teachers' Salaries Grants	148,408	150,000	142,215
Use of Land and Buildings Grants	90,282	66,000	73,737
	<u>442,728</u>	<u>402,000</u>	<u>420,968</u>

The school has opted in to the donations scheme for this year. Total amount received was \$2,620.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	500	1,500	150
Fees for Extra Curricular Activities	4,839	4,000	4,737
Other Revenue	13,486	16,500	16,409
	<u>18,825</u>	<u>22,000</u>	<u>21,296</u>
<b>Expense</b>			
Other Locally Raised Funds Expenditure	4,603	3,000	9,957
	<u>4,603</u>	<u>3,000</u>	<u>9,957</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>14,222</u>	<u>19,000</u>	<u>11,339</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	8,246	7,000	5,960
Employee Benefits - Salaries	178,405	186,000	167,620
Staff Development	1,580	3,500	994
Depreciation	16,277	17,100	12,717
	<u>204,508</u>	<u>213,600</u>	<u>187,291</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	4,035	4,000	2,455
Board Fees	3,060	2,000	1,345
Board Expenses	105	250	1,103
Communication	1,076	1,100	1,235
Consumables	254	900	348
Operating Leases	236	-	1,223
MOE Lunches	58,540	60,000	66,270
Other	5,802	7,350	11,142
Employee Benefits - Salaries	34,775	25,000	37,225
Insurance	2,190	1,800	1,209
Service Providers, Contractors and Consultancy	5,100	5,000	4,500
	<u>115,173</u>	<u>107,400</u>	<u>128,055</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	439	750	479
Cyclical Maintenance	(1,114)	4,000	3,591
Grounds	8,374	5,250	6,967
Heat, Light and Water	3,751	5,000	4,834
Repairs and Maintenance	572	2,100	-
Use of Land and Buildings	90,282	66,000	73,737
Employee Benefits - Salaries	7,372	7,500	7,394
	<u>109,676</u>	<u>90,600</u>	<u>97,002</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. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Transport	25,026	25,000	24,427
	<u>25,026</u>	<u>25,000</u>	<u>24,427</u>

## 8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	193,255	142,900	160,087
Cash and cash equivalents for Statement of Cash Flows	<u>193,255</u>	<u>142,900</u>	<u>160,087</u>

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

Of the \$193,255 Cash and Cash Equivalents, \$4,717 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. The funds are required to be spent in 2024 on Crown owned school buildings.

## 9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables from the Ministry of Education	-	-	1,356
Teacher Salaries Grant Receivable	12,904	15,000	11,697
	<u>12,904</u>	<u>15,000</u>	<u>13,053</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	12,904	15,000	13,053
	<u>12,904</u>	<u>15,000</u>	<u>13,053</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Land	10,000	-	-	-	-	<b>10,000</b>
Buildings	41,800	-	-	-	-	<b>41,800</b>
Building Improvements	2,794	-	-	-	(1,930)	<b>864</b>
Furniture and Equipment	5,050	6,259	-	-	(2,211)	<b>9,098</b>
Information and Communication Technology	13,288	1,826	-	-	(2,982)	<b>12,132</b>
Motor Vehicles	14,040	-	-	-	(8,867)	<b>5,173</b>
Leased Assets	-	1,568	-	-	(259)	<b>1,309</b>
Library Resources	232	-	-	-	(29)	<b>203</b>
<b>Balance at 31 December 2023</b>	<u>87,204</u>	<u>9,653</u>	<u>-</u>	<u>-</u>	<u>(16,278)</u>	<u><b>80,579</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$1309 (2022: \$0)

### 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.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Land	10,000	-	<b>10,000</b>	10,000	-	<b>10,000</b>
Buildings	66,000	(24,200)	<b>41,800</b>	66,000	(24,200)	<b>41,800</b>
Building Improvements	12,748	(11,884)	<b>864</b>	12,748	(9,954)	<b>2,794</b>
Furniture and Equipment	40,670	(31,572)	<b>9,098</b>	36,051	(31,001)	<b>5,050</b>
Information and Communication Technology	15,213	(3,081)	<b>12,132</b>	13,387	(99)	<b>13,288</b>
Motor Vehicles	78,495	(73,322)	<b>5,173</b>	78,495	(64,455)	<b>14,040</b>
Leased Assets	1,568	(259)	<b>1,309</b>	9,250	(9,250)	<b>-</b>
Library Resources	8,392	(8,189)	<b>203</b>	8,392	(8,160)	<b>232</b>
<b>Balance at 31 December 2023</b>	<u>233,086</u>	<u>(152,507)</u>	<u><b>80,579</b></u>	<u>234,323</u>	<u>(147,119)</u>	<u><b>87,204</b></u>

## 11. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	45,316	7,000	3,002
Accruals	2,690	3,000	2,594
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	12,904	15,000	11,697
Employee Entitlements - Leave Accrual	717	-	618
	<b>61,627</b>	<b>25,000</b>	<b>17,911</b>
Payables for Exchange Transactions	61,627	25,000	17,911
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>61,627</b>	<b>25,000</b>	<b>17,911</b>

The carrying value of payables approximates their fair value.

## 12. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	30,000	30,000	26,409
Increase to the Provision During the Year	3,077	4,000	3,591
Use of the Provision During the Year	(20,000)	-	-
Other Adjustments	(4,191)	-	-
Provision at the End of the Year	<b>8,886</b>	<b>34,000</b>	<b>30,000</b>
Cyclical Maintenance - Current	3,380	-	26,000
Cyclical Maintenance - Non current	5,506	8,000	4,000
	<b>8,886</b>	<b>8,000</b>	<b>30,000</b>

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

## 13. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	500	500	-
Later than One Year and no Later than Five Years	833	400	-
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<b>1,333</b>	<b>900</b>	<b>-</b>
<b>Represented by</b>			
Finance lease liability - Current	500	500	-
Finance lease liability - Non current	833	400	-
	<b>1,333</b>	<b>900</b>	<b>-</b>

#### 14. 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 8.

2023	Project Number	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Cladding		-	23,305	(18,588)	-	4,717
Totals		-	23,305	(18,588)	-	4,717

##### Represented by:

Funds Held on Behalf of the Ministry of Education	4,717
Funds Receivable from the Ministry of Education	-

2022	Project Number	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Playground		(2,005)	2,005	-	-	-
Pool		382	-	(382)	-	-
Totals		(1,623)	2,005	(382)	-	-

##### Represented by:

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

#### 15. 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.

#### 16. Remuneration

##### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,060	1,345
<i>Leadership Team</i>		
Remuneration	120,824	111,769
Full-time equivalent members	1	1
Total key management personnel remuneration	123,884	113,114

There are 7 members of the Board excluding the Principal. The Board has held 6 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 finance, property and student welfare matters.

#### *Principal 1*

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

	<b>2023 Actual \$000</b>	<b>2022 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	100-110
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

#### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2023 FTE Number</b>	<b>2022 FTE Number</b>
100-110	-	-
	<u>0.00</u>	<u>0.00</u>

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

### **17. 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:

	<b>2023 Actual</b>	<b>2022 Actual</b>
Total	-	-
Number of People	-	-

### **18. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

#### **Holidays Act Compliance – Schools Payroll**

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

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

#### **Pay equity settlement wash-up amounts**

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

## 19. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$ ,717 (2022:\$20,000) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Cladding	26,305	18,588	7,717
<b>Total</b>	<b>26,305</b>	<b>18,588</b>	<b>7,717</b>

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) Nil

## 20. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	193,255	142,900	160,087
Receivables	12,904	15,000	13,053
<b>Total financial assets measured at amortised cost</b>	<b>206,159</b>	<b>157,900</b>	<b>173,140</b>

### Financial liabilities measured at amortised cost

Payables	61,627	25,000	17,911
Finance Leases	1,333	900	-
<b>Total financial liabilities measured at amortised cost</b>	<b>62,960</b>	<b>25,900</b>	<b>17,911</b>

## 21. Events After Balance Date

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

## 22. 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 ABERFELDY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Aberfeldy School (the School). The Auditor-General has appointed me, Mark Fraser, using the staff and resources of Silks Audit Chartered Accountants 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 17, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 23 May 2024. 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 pages 1, 22 to 35, 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.



**Mark Fraser**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**

## KIWI SPORT FUNDING 2023



Kiwi Sport is a Government funding initiative to support students' participation in organised sport.

In 2023 Aberfeldy School received a total of \$257.88 excluding GST.

Being a small rural school we see it as very important that our students are able to attend, and compete in, a wide range of sporting events with other students of a similar age and ability, giving them the opportunity to participate in sports that they may not normally have the chance to take part in. This year funds have been used to take part in rural Cluster athletics, swimming, Mitre 10 Tough kids, golf, indoor cricket, table tennis and Muay Thai.

Signed:



Josh Paton – Principal Aberfeldy School

15<sup>th</sup> December 2023

# ABERFELDY SCHOOL

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.**

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



<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p>Yes</p> <p>The Board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees, including considering staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Board shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development and ensures that employment and personnel practices are fair and free of any bias.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>We select the person most suited to the position in terms of skills, experience, qualifications, and aptitude through a structured application and interview process. An appointment Committee is used to appoint the Principal.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<p>We recognise the value of diversity in staffing which include ethnicity and the employment requirements of diverse individuals/groups.</p> <p>Being a small school we do not have many employment opportunities and are limited by the number of candidates that apply for positions.</p> <p>We would welcome the opportunity of any involvement from Maori people within our school. We regularly conduct surveys to gain information from our wider community including our Maori community, to help us to collaborate with Māori to invest in, develop, and deliver Māori-medium learning.</p>
How have you enhanced the abilities of individual employees?	<p>By listening to, and respecting any requests that they have to increase either their own employment abilities / conditions or that of the schools.</p>
How are you recognising the employment requirements of women?	<p>Currently all of our staff are women with the exception of the principal. Our staff feel confident enough to talk freely about any employment requirements they have either directly with the Principal, or with the Presiding member of the Board or the Staff Representative.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>The school has disability access and any person with a disability is able to apply for any position. Currently we have no people on staff with disabilities.</p>

<b>Please Note:</b>	<p>We are small FFTE 1.3 school – 1 teaching principal / 1 part time principal release teacher / 1 admin officer / 1 cleaner/ and currently 2 part –time teacher aides.</p> <p>Most people, once in a job at Aberfeldy School, remain there for many years.</p>
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

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

***Statement: “The Aberfeldy School Board of Trustees has policies that meet the EEO requirements of the Education and Training Act 2020 Act, and ensures that the school follows these.”***



## Aberfeldy School Board of Trustees 2023

Staff Member	Position	How Position Gained	Occupation	Term Expires
Josh Paton	Principal	n/a		
Raewyn Saunders-Loder	Secretary	n/a	Officer Admin	
Michelle Doughty	Chairperson	Elected	Property Manager	2025
Marcelle Saunders-Littleton	Trustee	Elected	Mother	Resigned 4 Aug 2023
Aaron Hartley	Trustee	Elected	Fireman	2025
Denise Herewini	Staff Rep	Elected	Mother	2025
Jayson Anderson	Trustee	Co-opted	Farmer	2025
Melissa Brider	Trustee	Selected 2 <sup>nd</sup> November 2023	Mother	2025

# Analysis of Variance Reporting



<b>School Name:</b>	<b>Aberfeldy School</b>	<b>School Number:</b>	2330
<b>Strategic Aim:</b>	To accelerate progress in learning through the school curriculum for all children.		
<b>Mathematics</b>			
<b>Annual Aim:</b>	Improve student achievement in the priority areas as identified through analysis of assessment data.		
<b>Target: 2024</b>	85% of ALL Students will be achieving At or Above in Maths.		
<b>Baseline Data:</b>	<b>82%</b> achieved At or Above in Maths in 2023.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Daily Maths Facts tests</li> <li>• Extensive use of our newly purchased Maths text books to facilitate differentiated learning especially for the priority students. These books were purchased because they cover all Maths strands.</li> <li>• Differentiated daily teaching instruction for all students.</li> <li>• The target students received further outside personalised one-on-one training.</li> </ul>	<p>There were many changes to the cohort of 2022 children: 7 out of the 11 children left at end of the year or shortly into 2023. We acquired 4 new children, all of whom were Below where we estimated they should be.</p> <ul style="list-style-type: none"> <li>• 18% achieved Below (with 1 child being Well Below).</li> <li>• 73% achieved At expectation.</li> <li>• 9% achieved Above expectations for their year group.</li> </ul> <p>There was no significant difference based on ethnicity nor gender, although the girls did perform on average 9% lower than the boys.</p>	<p>We exceeded the targeted percentage despite the substantial changes to our cohort.</p> <p>Targeted teaching for all students helped in achieving our 2023 goals.</p> <p>We did not make as much use of e-Learning opportunities but did rely on textbooks.</p> <p>We sought out opportunities to incorporate problem-solving games and puzzles.</p>	<p>For next year, we want to achieve levels of 85% At or Above. We will continue with the daily Maths Facts testing. We will continue using our new maths textbooks. Priority students will be reassessed and new action plans will be implemented at the end of each term if necessary. Staff PLDs will be sought where appropriate.</p> <p>Funding has been obtained for a Teaching Assistant for one pupil for one hour a day for 2024. We will need more funding for this successful programme to continue. Budgeting for 2024 includes Maths PLD.</p>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>• We will continue to focus on priority students, with a regular review of assessment results and action plans.</li> <li>• Support agencies and personnel will be used where and whenever possible.</li> <li>• Action plans will be individualised.</li> <li>• Students will be active participants in their learning planning, being empowered to articulate their goals and next learning steps.</li> <li>• PLD will be specifically tailored around the teacher's and the priority student's needs.</li> </ul>			

# Analysis of Variance Reporting



<b>School Name:</b>	<b>Aberfeldy School</b>	<b>School Number:</b>	2330
<b>Strategic Aim:</b> <b>Reading</b>	To accelerate progress in learning through the school curriculum for all children.		
<b>Annual Aim: 2023</b>	<p>Improve student achievement in the priority areas as identified through analysis of assessment data.</p> <p>Decodable texts and Structured Literacy will continue to be used throughout the school through a high quality and engaging literacy programme.</p> <p>Encourage parent helpers to assist with reading programmes in the classroom. Establish a “Buddy” reading system to encourage older children to read to, and be read to, by younger students.</p> <p>Implement a reading programme that makes use of the school library and the Whanganui District Library resources. Library use to increase by 50% by all students.</p>		
<b>Target: 2024</b>	<p>All students to be making one year’s progress in reading.</p> <p>50% of ALL Students will be achieving At or Above in Reading.</p> <p>All students by 6 years old will have 100% letter recognition and sounds knowledge.</p>		
<b>Baseline Data: 2023</b>	<b>62% achieved At or Above in Reading.</b>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Structured Literacy programmes adopted for Year Three.</li> <li>Targeted exercises around student interests and across the curriculum projects for the Year Four to Eight students.</li> <li>Accessed a wide range of reading activities off Twinkl and VVVV</li> <li>Differentiated daily teaching instruction for all students.</li> <li>The target students received personalised one-on-one assistance.</li> </ul>	<p>There were substantial changes to the cohort of 2022 children: 7 of the 11 children left at the end of the year or early in 2023.</p> <p>During the year we acquired 4 new children, two of whom were below where we estimated they should be.</p> <p>Across the school:</p> <ul style="list-style-type: none"> <li>This year 30% achieved Below with nobody being Well Below. 2022 → 37% below with 2 being WB.</li> <li>This year 70% achieved AT. 2022 → 63% achieved At or above.</li> </ul> <p>There was a no significant difference based on ethnicity and with gender the girls did score on average 11% lower than the boys.</p>	<p>We exceeded our targeted percentage despite substantial changes to our cohort.</p> <p>Targeted teaching for all students but especially those struggling helped in improving on our 2023 goal levels.</p>	<p>For 2024 we should to raise our target achievement levels to 75% At or Above.</p> <p>We will continue with the Structured Literacy programme. We will continue using our new iPads, increasing the children's opportunities to work with them. Priority students will be reassessed and new action plans will be implemented at the end of each term if necessary.</p> <p>Staff PLDs will be sought where appropriate. This could include observations at other schools.</p> <p>There has been an ongoing improvement in assessing achievement data. Funding has been obtained for a Teaching Assistant for one hour a day for 2024. We will need more funding for this successful programme to continue.</p> <p>Budgeting for 2024 includes Reading resources and PLD.</p>

## Tātaritanga raraunga

### Planning for next year:

- We will continue to focus on priority students, with a regular review of assessment results and action plans.
- Action plans will continue to be individualised.
- Students will be active participants in their learning planning, being empowered to articulate their goals and next learning steps.
- PLD will be specifically tailored around the teacher's and the priority student's needs.
- We will continue to focus on their silent reading, increasing the over-all time spent on reading to 1 hour a day.
- We will actively encourage engagement with reading at home, especially with the parents.

# Analysis of Variance Reporting



<b>School Name:</b>	<b>Aberfeldy School</b>	<b>School Number:</b>	2330
<b>Strategic Aim:</b>	To accelerate progress in learning through the school curriculum for all children.		
<b>Writing</b>			
<b>Annual Aim: 2023</b>	Improve student achievement in the priority areas as identified through analysis of assessment data.		
<b>Target: 2024</b>	All students to be making one year's progress in Writing. 50% of ALL Students will be achieving At or Above in Writing. 100% of students to have 100% letter formation and recognition.		
<b>Baseline Data:</b>	<b>63% achieved At in writing in 2022 and 100% in 2023.</b>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Structured Literacy programmes adopted throughout the Years One to Three assisted them with their writing skills.</li> <li>Accessed a wide range of writing activities off Twinkle, Seesaw, Book Creator and Canva. These were accessed via their iPads. These were done both as classroom exercises and independent tasks to reinforce learning.</li> <li>We started learning to write in cursive. This helps with pencil grip, letter formation, dyspraxia and dyslexia.</li> <li>Weekly tests around their writing and spelling.</li> <li>Differentiated daily teaching instruction for all students.</li> <li>The target students received further assistance by using Voice-to-Text options.</li> </ul>	<p>There were many changes to the cohort of 2022 children: 7 out of the 11 children left at end of the year or shortly into 2023.</p> <p>We acquired 4 new children, all of whom were Below where we estimated they should be.</p> <p>Across the school:</p> <ul style="list-style-type: none"> <li>100% achieved At our expectation of where they should be.</li> </ul> <p>There was no significant difference based on ethnicity, although the girls tended to be marginally better at spelling.</p> <p>The Voice-to-Text students had the highest percentage improvements.</p>	<p>We achieved better the targeted percentage despite the substantial changes to our cohort. Some of our Well Below and the weaker of the Below students left the school.</p> <p>Targeted teaching for all students helped in improving on the goals set in 2022.</p> <p>The use of digital technology was very popular and so encouraged the children to write, especially when allowed to use the Voice-to-Text possibilities.</p> <p>Weekly testing of their writing ensured a diligent application of their learnt skills.</p> <p>Writing in cursive, while not universally successful nor embraced, did seem to contribute to their improved writing skills.</p>	<p>For next year, we want to maintain our target achievement levels at least 75% At and 25% Above.</p> <p>We will continue using our new iPads, increasing the children's opportunities to work with them.</p> <p>Staff PLDs will be sought where appropriate.</p> <p>We will need more funding for the same level of Teaching Aide support to continue.</p> <p>Budgeting for 2024 includes the possibility of Writing resources and PLDs.</p>

## Tātaritanga raraunga

### Planning for next year:

- We will continue to focus on our priority students, with a regular review of assessment results and action plans. Support agencies and personnel will continue to be used when possible.
- Action plans are individualised.
- Students will be active participants in their learning planning, being empowered to articulate their goals and next learning steps.
- PLD will be specifically tailored around the teacher's and the priority student's needs.

## Aberfeldy School – Whole School Achievement Evaluation 2023



Due to the small number of students attending Aberfeldy School it is impossible to give specific evaluation of student achievement broken down into ages, gender, year levels or ethnicity, without making the students identifiable. Therefore, the below achievement evaluation is a general overview of the data analysed by the 2023 sole charge teaching principal Josh Paton, at the end of 2023, and supplied to the Aberfeldy School Board of Trustees. The school has since noted that this data was less than accurate when measured against the New Zealand Curriculum at the beginning of 2024. In light of this assessment we are now using this baseline data to construct our learning program.

**Maths:** 18% of students are reported at being a year or more behind, with the remaining 82% reported at being AT or above the expected level for their age.

**Reading:** 27% of students are reported at being a year behind; 55% are reported at being AT and 18% are reported at being a year ahead.

**Writing:** 64% of students are reported at being a year behind their expected level for their age with the 36% being reported at being AT the expected level.

**Social Science:** 55% of students are reported at being a year below, 36% are reported at being AT and the remaining 9% are reported at being a year AHEAD of their expected level.

**Te Reo Maori:** 27% of students were reported at being a year below the expected level; 36% were reported at being AT and 36% were reported at being up to a year AHEAD of the expected level.

As a school, overall, 73% of students were reported at achieving AT the expected level, with the remaining 27% reported at being a year behind.

Sporting, science and technology activities were often undertaken with other schools from within our rural cluster group giving our students the opportunity to socialise and form relationships with other students and experience other activities not always available in a small school setting.



## **How we have given effect to Te Tiriti o Waitangi: 2023**

During 2023 Aberfeldy attempted to give effect to Te Tiriti o Waitangi by:

1. Including Karakias in our daily schedule.
2. Greeting the tamariki in Te Reo Maori.
3. Learning and using correct pronunciation of the names of tamariki.
4. Teaching the tamariki Maori games.
5. We focused on Maori history in our localized curriculum.
6. We engaged the services of Matua Doug from our local Marae to teach the tamariki tikanga Maori, matauranga Maori, and tea o Maori.

### **Shortcomings:**

Although Matua Doug made good headway, the tamariki are not hearing enough Te reo Maori spoken at home and so they have not made the progress that we would have liked.

### **Suggestions:**

1. That Matua Doug continue with his programme but that it gets extended to twice a week, and
2. That the tamariki and whanau be encouraged to speak and read Te reo Maori at home as much as possible.