

# ABERFELDY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 2330

**Principal:** Shondel Mackie

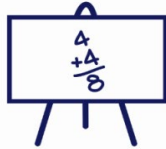
**School Address:** 2317 Parapara Road, Aberfeldy 4573

**School Postal Address:** 2317 Parapara Road, Aberfeldy 4573

**School Phone:** 06 342 5757

**School Email:** [aberfeldy.class@xtra.co.nz](mailto:aberfeldy.class@xtra.co.nz)

**Accountant / Service Provider:**



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# ABERFELDY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Aberfeldy 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.

Michele Doughty  
Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

27 May 2025  
Date:

Kane Todd  
Full Name of Principal

[Signature]  
Signature of Principal

27 May 2025  
Date:

# Aberfeldy School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	421,121	445,000	442,728
Locally Raised Funds	3	22,080	25,000	18,825
Interest		6,854	5,000	6,228
<b>Total Revenue</b>		450,055	475,000	467,781
<b>Expense</b>				
Locally Raised Funds	3	3,324	4,000	4,603
Learning Resources	4	208,262	215,500	204,508
Administration	5	86,552	130,100	115,173
Interest		98	-	64
Property	6	123,181	99,850	109,676
Other Expense	7	28,084	25,000	25,026
Loss on Disposal of Property, Plant and Equipment		-	-	-
<b>Total Expense</b>		449,501	474,450	459,050
<b>Net Surplus / (Deficit) for the year</b>		554	550	8,731
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		554	550	8,731

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		221,232	220,000	212,501
Total comprehensive revenue and expense for the year		554	550	8,731
Contributions from the Ministry of Education		-	-	-
Distributions to the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		3,431	-	-
<b>Equity at 31 December</b>		225,217	220,550	221,232
Accumulated comprehensive revenue and expense		225,217	220,550	221,232
Reserves		-	-	-
<b>Equity at 31 December</b>		225,217	220,550	221,232

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	142,780	164,650	193,255
Accounts Receivable	9	6,055	15,000	12,904
GST Receivable		2,177	2,000	5,092
Prepayments		-	-	5,965
Funds Receivable for Capital Works Projects	14	6,692	-	-
		157,704	181,650	217,216
<b>Current Liabilities</b>				
Accounts Payable	11	13,061	25,000	61,627
Provision for Cyclical Maintenance	12	2,918	-	3,380
Finance Lease Liability	13	544	500	500
Funds held for Capital Works Projects	14	-	-	4,717
		16,523	25,500	70,224
<b>Working Capital Surplus/(Deficit)</b>		141,181	156,150	146,992
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	94,411	73,000	80,579
		94,411	73,000	80,579
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	10,086	8,600	5,506
Finance Lease Liability	13	289	-	833
		10,375	8,600	6,339
<b>Net Assets</b>		225,217	220,550	221,232
<b>Equity</b>		225,217	220,550	221,232

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 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		152,425	141,000	204,748
Locally Raised Funds		22,080	25,000	18,825
Goods and Services Tax (net)		2,915	-	(5,024)
Payments to Employees		(84,733)	(87,000)	(83,456)
Payments to Suppliers		(140,445)	(96,850)	(104,486)
Interest Paid		(98)	-	(64)
Interest Received		6,854	5,000	6,228
Net cash from/(to) Operating Activities		(41,002)	(12,850)	36,771
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(26,338)	(5,000)	(8,085)
Net cash from/(to) Investing Activities		(26,338)	(5,000)	(8,085)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,431	-	-
Finance Lease Payments		(500)	(500)	(235)
Funds Administered on Behalf of Other Parties		(6,692)	-	4,717
Net cash from/(to) Financing Activities		(3,761)	(500)	4,482
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(71,101)</b>	<b>(18,350)</b>	<b>33,168</b>
Cash and cash equivalents at the beginning of the year	8	193,255	183,000	160,087
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>122,154</b>	<b>164,650</b>	<b>193,255</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 2024

#### 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 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 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 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) Investments**

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

#### **i) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–50 years
Board-owned Buildings	10–50 years
Furniture and Equipment	5–10 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

#### **j) Impairment of property, plant, and equipment**

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

##### *Non cash generating assets*

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

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

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 transaction.

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

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

#### **k) Accounts Payable**

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

## **l) Employee Entitlements**

### *Short-term employee entitlements*

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

### *Long-term employee entitlements*

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

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

## **m) 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.

## **n) 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.

**o) Financial Instruments**

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

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

**p) 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.

**q) 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.

**r) Budget Figures**

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

**s) Services received in-kind**

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

## 2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	153,493	141,000	144,845
Teachers' Salaries Grants	150,252	160,000	148,408
Use of Land and Buildings Grants	94,628	74,000	90,282
Ka Ora, Ka Ako - Healthy School Lunches Programme	20,626	70,000	58,540
Other Government Grants	2,122	-	653
	<u>421,121</u>	<u>445,000</u>	<u>442,728</u>

## 3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	1,675	1,500	500
Fees for Extra Curricular Activities	5,686	7,000	4,839
Trading	383	-	-
Other Revenue	14,336	16,500	13,486
	<u>22,080</u>	<u>25,000</u>	<u>18,825</u>
<b>Expense</b>			
Trading	547	-	-
Other Locally Raised Funds Expenditure	2,777	4,000	4,603
	<u>3,324</u>	<u>4,000</u>	<u>4,603</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>18,756</u>	<u>21,000</u>	<u>14,222</u>

## 4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	5,915	7,000	8,246
Employee Benefits - Salaries	189,422	190,000	178,405
Staff Development	420	7,500	1,580
Depreciation	12,505	11,000	16,277
	<u>208,262</u>	<u>215,500</u>	<u>204,508</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,188	4,000	4,035
Board Fees and Expenses	3,335	2,250	3,165
Operating Leases	236	-	236
Other Administration Expenses	8,302	12,350	7,132
Employee Benefits - Salaries	38,221	34,000	34,775
Insurance	3,544	2,500	2,190
Service Providers, Contractors and Consultancy	5,100	5,000	5,100
Ka Ora, Ka Ako - Healthy School Lunches Programme	20,626	70,000	58,540
	<u>86,552</u>	<u>130,100</u>	<u>115,173</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	4,118	4,000	(1,114)
Heat, Light and Water	4,501	5,000	3,751
Repairs and Maintenance	3,874	2,000	572
Use of Land and Buildings	94,628	74,000	90,282
Employee Benefits - Salaries	8,163	8,000	7,372
Other Property Expenses	7,897	6,850	8,813
	<u>123,181</u>	<u>99,850</u>	<u>109,676</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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Transport	28,084	25,000	25,026
	<u>28,084</u>	<u>25,000</u>	<u>25,026</u>

## 8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	142,780	164,650	193,255
Cash and cash equivalents for Statement of Cash Flows	<u>142,780</u>	<u>164,650</u>	<u>193,255</u>

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

## 9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	2,868	-	-
Teacher Salaries Grant Receivable	3,187	15,000	12,904
	<u>6,055</u>	<u>15,000</u>	<u>12,904</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	6,055	15,000	12,904
	<u>6,055</u>	<u>15,000</u>	<u>12,904</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Land	10,000	-	-	-	-	<b>10,000</b>
Buildings	40,480	26,337	-	-	(2,008)	<b>64,809</b>
Building Improvements	2,184	-	-	-	(245)	<b>1,939</b>
Furniture and Equipment	9,098	-	-	-	(1,495)	<b>7,603</b>
Information and Communication Technology	12,132	-	-	-	(3,042)	<b>9,090</b>
Motor Vehicles	5,173	-	-	-	(5,173)	<b>-</b>
Leased Assets	1,309	-	-	-	(517)	<b>792</b>
Library Resources	203	-	-	-	(25)	<b>178</b>
	<u>80,579</u>	<u>26,337</u>	<u>-</u>	<u>-</u>	<u>(12,505)</u>	<u><b>94,411</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$792 (2023: \$1,309)

### 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 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Land	10,000	-	<b>10,000</b>	10,000	-	<b>10,000</b>
Buildings	92,337	(27,528)	<b>64,809</b>	66,000	(25,520)	<b>40,480</b>
Building Improvements	12,748	(10,809)	<b>1,939</b>	12,748	(10,564)	<b>2,184</b>
Furniture and Equipment	40,670	(33,067)	<b>7,603</b>	40,670	(31,572)	<b>9,098</b>
Information and Communication Technology	15,213	(6,123)	<b>9,090</b>	15,213	(3,081)	<b>12,132</b>
Motor Vehicles	78,495	(78,495)	<b>-</b>	78,495	(73,322)	<b>5,173</b>
Leased Assets	1,568	(776)	<b>792</b>	1,568	(259)	<b>1,309</b>
Library Resources	8,392	(8,214)	<b>178</b>	8,392	(8,189)	<b>203</b>
	<u>259,423</u>	<u>(165,012)</u>	<u><b>94,411</b></u>	<u>233,086</u>	<u>(152,507)</u>	<u><b>80,579</b></u>

## 11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	3,665	5,000	45,316
Accruals	4,671	5,000	2,690
Employee Entitlements - Salaries	3,187	15,000	12,904
Employee Entitlements - Leave Accrual	1,538	-	717
	<u>13,061</u>	<u>25,000</u>	<u>61,627</u>
Payables for Exchange Transactions	13,061	25,000	61,627
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>13,061</u>	<u>25,000</u>	<u>61,627</u>

The carrying value of payables approximates their fair value.

## 12. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	8,886	4,600	30,000
Increase to the Provision During the Year	4,118	4,000	3,077
Use of the Provision During the Year	-	-	(20,000)
Other Adjustments	-	-	(4,191)
Provision at the End of the Year	<u>13,004</u>	<u>8,600</u>	<u>8,886</u>
Cyclical Maintenance - Current	2,918	-	3,380
Cyclical Maintenance - Non current	10,086	8,600	5,506
	<u>13,004</u>	<u>8,600</u>	<u>8,886</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

The School's 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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	544	500	500
Later than One Year and no Later than Five Years	289	-	833
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>833</u>	<u>500</u>	<u>1,333</u>
<b>Represented by</b>			
Finance lease liability - Current	544	500	500
Finance lease liability - Non current	289	-	833
	<u>833</u>	<u>500</u>	<u>1,333</u>

#### 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, and includes retentions on the projects, if applicable.

	2024 Project Number	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Cladding/Clearlite	246036	4,717	5,506	(10,223)	-	-
Carpet		-	9,414	(16,106)	-	(6,692)
Totals		4,717	14,920	(26,329)	-	(6,692)

#### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(6,692)

	2023 Project Number	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Cladding/Clearlite	246036	-	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	-

#### 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.

During 2024 the school house was occupied by the principal who paid between \$300-400 per week which is below the market value.

## 16. 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	3,335	3,060
<i>Leadership Team</i>		
Remuneration	122,901	120,824
Full-time equivalent members	1	1
Total key management personnel remuneration	126,236	123,884

There are 6 members of the Board excluding the Principal. The Board has held 10 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, and sub committee meetings, including Finance and Property.

### 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	10-120	110-120
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	-	-
110 - 120	-	-
120 - 130	-	-
	0.00	0.00

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:

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

18. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

19. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$0 (2023:\$7,717) as a result of entering the following contracts.

Contract Name	2024 Capital Commitment
Nil	\$ -
Total	-

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 14.

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts.

## 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	142,780	164,650	193,255
Receivables	6,055	15,000	12,904
Total financial assets measured at amortised cost	<u>148,835</u>	<u>179,650</u>	<u>206,159</u>

### Financial liabilities measured at amortised cost

Payables	13,061	25,000	61,627
Finance Leases	833	500	1,333
Total financial liabilities measured at amortised cost	<u>13,894</u>	<u>25,500</u>	<u>62,960</u>

## 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 2024

The Auditor-General is the auditor of Aberfeldy School (the School). The Auditor-General has appointed me, Talia Anderson-Town 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 19, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 27 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 pages 1 and 24 onwards but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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

A handwritten signature in blue ink that reads 'Talia Anderson-Town'.

**Talia Anderson-Town**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**

# Statement of Variance Reporting



<b>School Name:</b>	Aberfeldy School	<b>School Number:</b>	2330																																								
<b>Strategic Aim:</b>	Successful Progress																																										
<b>Annual Aim:</b>	Celebrate Success Know and understand where students are at academically and what they need to do to make progress. Students persevere through challenges by using strategies to overcome barriers.																																										
<b>Target:</b>	So that students know and understand where they are at and understand their next steps in learning. So that all students can make more than one year's progress in Literacy and Numeracy (accelerated progress).																																										
<b>Baseline Data:</b>	<p>Beginning of year data analysis:</p> <table border="1"> <thead> <tr> <th>Maths</th> <th>Term 1</th> <th>Reading</th> <th>Term 1</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td>8%</td> <td>Above</td> <td>8%</td> </tr> <tr> <td>At</td> <td>8%</td> <td>At</td> <td>25%</td> </tr> <tr> <td>Below</td> <td>25%</td> <td>Below</td> <td>25%</td> </tr> <tr> <td>Well Below</td> <td>58%</td> <td>Well Below</td> <td>42%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing</th> <th>Term 1</th> <th>The Code</th> <th>Term 1</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td>0%</td> <td>above</td> <td></td> </tr> <tr> <td>At</td> <td>0%</td> <td>at</td> <td></td> </tr> <tr> <td>Below</td> <td>17%</td> <td>below</td> <td>8%</td> </tr> <tr> <td>Well Below</td> <td>83%</td> <td>well below</td> <td>92%</td> </tr> </tbody> </table>			Maths	Term 1	Reading	Term 1	Above	8%	Above	8%	At	8%	At	25%	Below	25%	Below	25%	Well Below	58%	Well Below	42%	Writing	Term 1	The Code	Term 1	Above	0%	above		At	0%	at		Below	17%	below	8%	Well Below	83%	well below	92%
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## Tātaritanga raraunga

Due to such low Number Knowledge and Reading results we didn't complete the PAT math test at the beginning of the year.

Students had a very negative view on their own learning and achievement. They found simple tasks, such as following instructions, extremely difficult.

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																				
<ul style="list-style-type: none"><li>❑ Began with teaching one instruction at a time and having it repeated back.</li><li>❑ Gathered some accurate assessment data in Reading, Writing and Math as a foundation for learning.</li><li>❑ Set school expectations and rules.</li><li>❑ Introduced new school values.</li><li>❑ Created a Space Race for positive behaviour management.</li><li>❑ Introduced writing</li></ul>	<p>37% of our year 7 &amp; 8 students obtained an achieved badge for the Tuia Challenge. 63% obtained an excellence badge.</p> <p>Writing:</p> <table><tr><td>Six months progress</td><td></td></tr><tr><td></td><td>14%</td></tr><tr><td>Expected progress</td><td></td></tr><tr><td></td><td>50%</td></tr><tr><td>Accelerated progress</td><td></td></tr><tr><td></td><td>36%</td></tr></table> <p>Reading:</p> <table><tr><td>36% have made expected progress</td></tr><tr><td>50% have made accelerated progress</td></tr><tr><td>1 student is on Structured Literacy and is making progress</td></tr><tr><td>1 student has digressed due to time off school and a different teacher testing</td></tr></table> <p>Maths:</p> <table><tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td></tr><tr><td>Maths</td><td></td><td></td><td></td></tr><tr><td>Above</td><td>8%</td><td>7%</td><td>7%</td></tr><tr><td>At</td><td>8%</td><td>7%</td><td>33%</td></tr><tr><td>Below</td><td>25%</td><td>53%</td><td>40%</td></tr></table>	Six months progress			14%	Expected progress			50%	Accelerated progress			36%	36% have made expected progress	50% have made accelerated progress	1 student is on Structured Literacy and is making progress	1 student has digressed due to time off school and a different teacher testing		Term 1	Term 2	Term 3	Maths				Above	8%	7%	7%	At	8%	7%	33%	Below	25%	53%	40%	<p>Quality teaching and learning opportunities.</p> <p>Different teachers doing assessment and having different requirements.</p>	<p>School values need to be more visible around the school. Continue to monitor progress with timely assessment.</p> <p>Clear cohesion with assessment practices – making sure each teacher is doing the assessment the same way.</p>
Six months progress																																							
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## Tātaritanga raraunga

<p>rubrics with clear goals.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participated fully in the Tuia Challenge.</li> <li><input type="checkbox"/> Targeted teaching and quality planning.</li> </ul>	<p>Well Below 58% 33% 20%</p> <p>Students were able to follow instructions and expectations. Students enjoyed making it into the treasure box. Most students got into the treasure box twice a term. Certificates were given out every two or three weeks to celebrate success and achievement. Overall most students received two or three certificates this year.</p>		
Planning for next year:			
<p>Set yearly assessment timeline.</p> <p>Create school values posters to display around the school.</p>			

# Statement of Variance Reporting



<b>School Name:</b>	Aberfeldy School	<b>School Number:</b>	2330
<b>Strategic Aim:</b> <b>Analysis report</b>	Effective Partnerships		
<b>Annual Aim:</b>	Share learning goals. Participate in rural adventures with our neighbours. Empower whanau.		
<b>Target:</b>	So that our school is a focal point of the community where whanau feel welcomed and valued. A place that parents are proud of.		
<b>Baseline Data:</b>	72% of our students feel that the staff care about them and their learning. At the “meet the new principal” shared morning tea a lot of parents had concerns about the school that they wanted to talk about. This included learning, social needs and van transport. We only had two families from the Aberfeldy area attending our kura.		

<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><input type="checkbox"/> Community BBQ</li> <li><input type="checkbox"/> Student teacher conference</li> <li><input type="checkbox"/> Raised two orphan lambs from neighbouring paddock</li> <li><input type="checkbox"/> Sent home food packages and excess food</li> <li><input type="checkbox"/> Timely newsletters (printed copies and emailed home)</li> <li><input type="checkbox"/> School messenger account</li> <li><input type="checkbox"/> Principal moved into the school house</li> </ul>	<p>92% of our students feel that the staff care about them and their learning.</p> <p>75% of whanau attended our community BBQ, along with three other families within our community.</p> <p>100% whanau engagement for parent teacher conferences.</p> <p>44% of whanau attended the East Cluster Cross-Country event.</p> <p>60% of whanau attended the Tough Kids challenge.</p> <p>Students showed Ahu by looking after and feeding the school animals (rabbits, lambs, chickens).</p> <p>Positive relationships were established through sharing of kai.</p> <p>Most parents communicated via messenger rather than email.</p> <p>Principal was able to meet neighbouring families that utilised the school during weekends and build on positive interactions.</p>	<p>Parents were “chased up” to make sure everyone attended the parent teacher meetings.</p> <p>Transportation is a barrier for parents to attend events.</p>	<p>Need to update the school website and Facebook page more regularly.</p> <p>Continue to engage with the local community surrounding our kura.</p>
<b>Planning for next year:</b>			

# Tātaritanga raraunga

Community consultation.

# Statement of Variance Reporting



<b>School Name:</b>	Aberfeldy School	<b>School Number:</b>	2330
<b>Strategic Aim:</b>	Maximising Potential & Wellbeing		
<b>Annual Aim:</b>	Build resilience Show Ahu Make positive choices		
<b>Target:</b>	So that children are curious and resilient within their learning. So that students actively look after each other and we are raising humans that look beyond their own self interests. So that students build resilience when the first attempt doesn't work, they try again and again until they succeed.		
<b>Baseline Data:</b>	6 Major incidents in 2023 resulting in stand downs. At the beginning of the year students were reactive, not respectful of each other and would argue on a daily basis. Students would easily give up, storm out of class, kick/slam doors, throw things or physically attack other students. During term one I had to defuse arguments and altercations nearly every day. School animals had just been left to fend for themselves. Students displayed learned helplessness and would wait for teachers or teacher aides to come and do the work for them. Students had previously been given calculators to complete math work. 91% of students felt safe at school. 80% of students felt that they show resilience by trying again. 81% of students felt they show Ahu by taking care of other students so they can learn well. 54% of students felt that they showed resilience by "bouncing back" after a tough challenge.		

<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>● Implementing new WAKA values.</li> <li>□ Explicitly teaching and showing these values regularly.</li> <li>● Teaching cause and effect.</li> <li>● Having clear consequences.</li> <li>● Co-constructed school rules.</li> <li>● Staff meetings to make sure everyone was on the same page.</li> <li>● Staff PLD in behaviour management and learning.</li> <li>● We tried to start teaching the Zones of Regulation.</li> </ul>	<p>Students learnt that it was ok to make a mistake or get frustrated. They learnt strategies to help deal with these emotions in a safe way. Students boundaries. Everyone is on the same page with rules and expectations. Student voice became important within our class. Teachers gained strategies to help students learn through school led PLD. Whole school knowledge around our new school values, what they mean and how we actively display these.</p> <p>100% of our students felt safe at school.</p> <p>84% of students felt that they show resilience by trying again.</p> <p>100% of students felt they show Ahu by taking care of other students so they can learn well.</p> <p>69% of students felt that they showed resilience by “bouncing back” after a tough challenge.</p>	<p>Consistency from staff.</p> <p>Clear expectations.</p> <p>Co-constructed policies and guidelines had personal buy in from all parties.</p>	<ul style="list-style-type: none"> <li>● Continue to embed these values into the daily running of our school. Work on building on showing Ahu within our school environment.</li> <li>● Continue to gather student voice.</li> <li>● Add a chicken coop to the budget.</li> </ul>

## Tātaritanga raraunga

### Planning for next year:

Find community members who are good with horticulture to help teach us how to look after our plant life better as we show Ahu for our environment.

Student survey twice a year, based around the school values and learning.

Teach the Zones of Regulation.



During 2024 Aberfeldy gave effect to Te Tiriti o Waitangi by:

1. Including Karakia in our daily schedule - karakia timatanga, karaki mō te kai, karakia whakamutunga.
2. As well as karakia timatanga and himene, tamariki shared their pepeha.
3. Greeting the tamariki in Te Reo Māori.
4. Learning and using correct pronunciation of the names of tamariki.
5. Teaching the tamariki Māori games, taking part in Kapa Haka, learning specific Haka and waiata Māori with our cluster schools.
6. Te reo Māori was used regularly in the classroom, especially for certain phrases, everyday objects and instructions. Tamariki able to respond appropriately to basic reo used.
7. Acknowledging Matariki through stories and waiata.
8. Open door policy, whānau invited to visit anytime
9. Visits to local sights and museums to learn more about our local area
10. Ensuring classroom programmes and environments enable all tamariki to thrive

## Aberfeldy School – Whole School Achievement Evaluation 2024



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 available at the end of 2024, as supplied to the Aberfeldy School Board of Trustees. Standardised testing in reading, writing and mathematics were used for data analysis.

**Maths:** AT the start of 2024 58% of students were recorded as being Well Below in Math, by the end of Term Three this had decreased to only 20% being Well Below. Changes in students saw the Below group go from 25% at the beginning of the year to 40% by the end of Term Three, but the students AT increased from 8% to 33% during this period and by the end of Term Three there were 8 % of students achieving Above the expected level for their age.

**Reading:** Although 50% of students have made accelerated progress, and 36% have made the expected progress for the year, due to very low levels at the start of the year 73% of the students are still reading Below or Well Below the expected level for their age. Results have been affected by absenteeism and changes in students.

**Writing:** At the beginning of 2024, all students were reported at being Below, or Well Below in Writing. By the end of Term Three 79% remained Well Below, with 7% Below and 14% AT the expected level. 36% of the students had made Accelerated progress, 50% had made the expected progress, with only 14% making just 6 months progress.

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.

# ABERFELDY SCHOOL



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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>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. 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 a 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>

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.”***



## KIWI SPORT FUNDING 2024

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

In 2024 Aberfeldy School received a total of \$227.56 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 help towards costs of taking part in gymnastics (\$701), athletics (\$22), swimming (\$263), Mitre 10 Tough Kids (\$32), soccer and netball.

Signed:

A handwritten signature in blue ink, which appears to read 'Shondel Mackie', is written over the printed name.

Shondel Mackie – Principal Aberfeldy School

11th December 2024