

MOEREWĀ SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2103

Principal: Maia Cooper

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Accountant / Service Provider:

Education Services.
Dedicated to your school

MOERewa SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Moerewa 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.

DEL BRISTOW

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

Maia Cooper.

Full Name of Principal

[Signature]

Signature of Principal

Date: 03 June 2025

Date: 03 June 2025

Moerewa School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,810,795	2,582,949	2,813,375
Locally Raised Funds	3	111,913	108,700	112,708
Interest		82,345	50,000	74,948
Gain on Sale of Property, Plant and Equipment		558	-	518
Total Revenue		3,005,611	2,741,649	3,001,549
Expense				
Locally Raised Funds	3	119,937	59,566	78,133
Learning Resources	4	2,021,418	1,853,136	1,869,242
Administration	5	293,167	264,765	276,381
Interest		7,520	5,011	7,224
Property	6	661,211	578,955	582,922
Other Expenses	7	5,263	1,500	2,457
Loss on Disposal of Property, Plant and Equipment		3,459	-	2,090
Total Expense		3,111,975	2,762,933	2,818,449
Net Surplus / (Deficit) for the year		(106,364)	(21,284)	183,100
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(106,364)	(21,284)	183,100

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



Moerewa School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,046,774	1,734,989	1,836,235
Total comprehensive revenue and expense for the year		(106,364)	(21,284)	183,100
Contributions from the Ministry of Education - Contribution from MoE - SNUP Te Mā		-	-	27,439
Contributions from the Ministry of Education - Furniture and Equipment Grant		9,633	-	-
Equity at 31 December		1,950,043	1,713,705	2,046,774
Accumulated comprehensive revenue and expense		1,950,043	1,713,705	2,046,774
Equity at 31 December		1,950,043	1,713,705	2,046,774

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.



Moerewa School
Statement of Financial Position
As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	561,906	313,863	1,126,745
Accounts Receivable	9	145,839	155,857	189,033
GST Receivable		11,068	-	49,663
Prepayments		10,787	9,500	9,616
Inventories	10	23,346	19,109	19,857
Investments	11	1,127,300	504,264	1,073,880
Funds Receivable for Capital Works Projects	17	66,287	-	23,251
		1,946,533	1,002,593	2,492,045
Current Liabilities				
GST Payable		-	16,280	-
Accounts Payable	13	190,027	162,272	166,696
Revenue Received in Advance	14	1,466	4,699	7,013
Provision for Cyclical Maintenance	15	48,126	-	35,454
Finance Lease Liability	16	30,608	30,469	29,690
Funds held for Capital Works Projects	17	361,640	-	720,665
		631,867	213,720	959,518
Working Capital Surplus/(Deficit)		1,314,666	788,873	1,532,527
Non-current Assets				
Property, Plant and Equipment	12	888,342	1,010,694	746,070
		888,342	1,010,694	746,070
Non-current Liabilities				
Provision for Cyclical Maintenance	15	175,581	85,862	187,043
Finance Lease Liability	16	77,384	-	44,780
		252,965	85,862	231,823
Net Assets		1,950,043	1,713,705	2,046,774
Equity		1,950,043	1,713,705	2,046,774

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



Moerewa School
Statement of Cash Flows
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,096,236	923,277	1,004,184
Locally Raised Funds		111,795	108,700	111,650
Goods and Services Tax (net)		38,595	-	(65,943)
Payments to Employees		(614,521)	(515,465)	(505,467)
Payments to Suppliers		(601,910)	(647,890)	(470,959)
Interest Paid		(7,520)	(5,011)	(7,224)
Interest Received		86,113	50,000	68,788
Net cash from/(to) Operating Activities		108,788	(86,389)	135,029
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,157	-	1,206
Purchase of Property Plant & Equipment (and Intangibles)		(201,861)	(287,803)	(78,646)
Purchase of Investments		(53,420)	-	(172,613)
Proceeds from Sale of Investments		-	-	190,649
Net cash from/(to) Investing Activities		(251,124)	(287,803)	(59,404)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,633	-	-
Finance Lease Payments		(30,903)	(40,141)	(28,522)
Funds Administered on Behalf of Other Parties		(401,233)	-	351,446
Net cash from/(to) Financing Activities		(422,503)	(40,141)	322,924
Net increase/(decrease) in cash and cash equivalents		(564,839)	(414,333)	398,549
Cash and cash equivalents at the beginning of the year	8	1,126,745	728,196	728,196
Cash and cash equivalents at the end of the year	8	561,906	313,863	1,126,745

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.



Moerewa School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Moerewa 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 15.



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 12.

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 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of Canteen and Stationery and 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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



t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	899,358	772,020	854,353
Teachers' Salaries Grants	1,314,750	1,309,501	1,378,698
Use of Land and Buildings Grants	435,078	352,428	430,350
Ka Ora, Ka Ako - Healthy School Lunches Programme	154,247	149,000	149,974
Other Government Grants	7,362	-	-
	<u>2,810,795</u>	<u>2,582,949</u>	<u>2,813,375</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	1,460	500	1,175
Fees for Extra Curricular Activities	15,321	13,700	12,852
Trading	24,468	19,500	24,597
Fundraising and Community Grants	11,386	4,000	3,358
Other Revenue	59,278	71,000	66,807
Oscar After School	-	-	3,919
	<u>111,913</u>	<u>108,700</u>	<u>112,708</u>
Expense			
Trading	18,043	19,000	21,461
Fundraising and Community Grant Costs	2,680	4,000	340
Other Locally Raised Funds Expenditure	99,214	36,566	50,084
Oscar After School	-	-	6,248
	<u>119,937</u>	<u>59,566</u>	<u>78,133</u>
Surplus/(Deficit) for the year Locally Raised Funds	<u>(8,024)</u>	<u>49,134</u>	<u>34,575</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	98,221	89,120	87,583
Information and Communication Technology	28,320	2,575	4,910
Employee Benefits - Salaries	1,722,301	1,642,630	1,640,990
Staff Development	35,191	15,500	21,285
Depreciation	114,693	102,511	106,798
Other Learning Resources	22,692	800	7,676
	<u>2,021,418</u>	<u>1,853,136</u>	<u>1,869,242</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,740	4,400	4,100
Board Fees and Expenses	6,259	9,288	4,943
Operating Leases	5,803	520	1,934
Other Administration Expenses	49,186	41,550	51,409
Employee Benefits - Salaries	77,067	66,100	73,740
Insurance	3,242	5,000	4,806
Service Providers, Contractors and Consultancy	9,600	12,100	9,600
Ka Ora, Ka Ako - Healthy School Lunch Programme	134,270	125,807	125,849
	<u>293,167</u>	<u>264,765</u>	<u>276,381</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	52,982	60,720	48,653
Cyclical Maintenance	1,210	27,978	(52,047)
Heat, Light and Water	36,544	35,500	37,523
Rates	659	750	639
Repairs and Maintenance	53,262	39,100	50,668
Use of Land and Buildings	435,078	352,428	430,350
Employee Benefits - Salaries	61,884	51,429	45,453
Other Property Expenses	19,592	11,050	21,683
	<u>661,211</u>	<u>578,955</u>	<u>582,922</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 Expenses

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loss on Uncollectable Accounts Receivable	-	-	952
Transport	5,263	1,500	1,505
	<u>5,263</u>	<u>1,500</u>	<u>2,457</u>



8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	561,906	313,863	726,745
Short-term Bank Deposits	-	-	400,000
Cash and cash equivalents for Statement of Cash Flows	561,906	313,863	1,126,745

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

Of the \$561,906 Cash and Cash Equivalents, \$361,640 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$561,906 Cash and Cash Equivalents, \$1,466 of Revenue Received in Advance is held by the school, as disclosed in note 14.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	9,080	11,593	6,143
Receivables from the Ministry of Education	3,537	-	2,171
Interest Receivable	15,345	12,953	19,113
Banking Staffing Underuse	-	20,308	50,949
Teacher Salaries Grant Receivable	117,877	111,003	110,657
	145,839	155,857	189,033
Receivables from Exchange Transactions	24,425	24,546	25,256
Receivables from Non-Exchange Transactions	121,414	131,311	163,777
	145,839	155,857	189,033

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Canteen	227	214	133
Stationery	5,685	4,180	3,572
Uniforms	17,434	14,715	16,152
	23,346	19,109	19,857

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,127,300	504,264	1,073,880
Total Investments	1,127,300	504,264	1,073,880

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	25,760	-	-	-	-	25,760
Board-owned Buildings	205,558	-	-	-	(9,241)	196,317
Building Improvements	222,550	-	-	-	(9,485)	213,065
Furniture and Equipment	147,242	192,378	(3,459)	-	(31,973)	304,188
Information and Communication Technology	72,995	13,963	(3,599)	-	(26,255)	57,104
Motor Vehicles	882	-	-	-	(882)	-
Leased Assets	68,792	57,402	-	-	(36,158)	90,036
Library Resources	2,291	280	-	-	(699)	1,872
	<u>746,070</u>	<u>264,023</u>	<u>(7,058)</u>	<u>-</u>	<u>(114,693)</u>	<u>888,342</u>

The net carrying value of equipment held under a finance lease is \$90,036 (2023: \$68,792)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	25,760	-	25,760	25,760	-	25,760
Board-owned Buildings	373,308	(176,991)	196,317	373,308	(167,750)	205,558
Building Improvements	382,646	(169,581)	213,065	394,575	(178,961)	215,614
Furniture and Equipment	571,057	(266,869)	304,188	567,212	(413,034)	154,178
Information and Communication Technology	170,899	(113,795)	57,104	174,986	(101,991)	72,995
Motor Vehicles	96,696	(96,696)	-	96,696	(95,814)	882
Leased Assets	156,620	(66,584)	90,036	121,140	(52,348)	68,792
Library Resources	88,670	(86,798)	1,872	88,389	(86,098)	2,291
	<u>1,865,656</u>	<u>(977,314)</u>	<u>888,342</u>	<u>1,842,066</u>	<u>(1,095,996)</u>	<u>746,070</u>

13. Accounts Payable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	40,855	38,532	33,189
Accruals	7,740	4,000	4,100
Employee Entitlements - Salaries	117,877	111,003	110,657
Employee Entitlements - Leave Accrual	23,555	8,737	18,750
	<u>190,027</u>	<u>162,272</u>	<u>166,696</u>
Payables for Exchange Transactions	190,027	162,272	166,696
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>190,027</u>	<u>162,272</u>	<u>166,696</u>

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	516	-	5,619
Other Revenue In Advance	950	4,699	1,394
	<u>1,466</u>	<u>4,699</u>	<u>7,013</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	222,497	57,884	274,544
Increase to the Provision During the Year	23,960	27,978	23,138
Use of the Provision During the Year	-	-	-
Other Adjustments	(22,750)	-	(75,185)
Provision at the End of the Year	<u>223,707</u>	<u>85,862</u>	<u>222,497</u>
Cyclical Maintenance - Current	48,126	-	35,454
Cyclical Maintenance - Non current	175,581	85,862	187,043
	<u>223,707</u>	<u>85,862</u>	<u>222,497</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 / painting quotes.

16. 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	38,777	30,469	34,689
Later than One Year and no Later than Five Years	87,948	-	48,847
Future Finance Charges	(18,733)	-	(9,066)
	<u>107,992</u>	<u>30,469</u>	<u>74,470</u>
Represented by			
Finance lease liability - Current	30,608	30,469	29,690
Finance lease liability - Non current	77,384	-	44,780
	<u>107,992</u>	<u>30,469</u>	<u>74,470</u>



17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
Student Toilet Refurb/Joinery Replacement	242122	34,136	250,000	(77,234)	-	206,902
Dental Clinic & Carpark Upgrade	242123	(13,734)	117,000	(1,842)	-	101,424
Woodtex Tiles/Guttering	242130	35,100	-	(1,200)	-	33,900
Waste & Storm Water Upgrade	224847	84,548	(42,641)	(41,907)	-	-
Floors and Wall Covering Replacement	233884	167,607	-	(227,984)	-	(60,377)
Outdoor Learning/Breakout Space	233883	150,443	15,491	(161,868)	-	4,066
Windows/Window Winders Replacement	233882	203,130	-	(187,782)	-	15,348
Landscaping		(3,237)	-	3,237	-	-
Rm 15 Upgrade for RTL B	235116	45,701	12,447	(58,148)	-	-
2,3,4,5: Floor Covering	239962	(5,580)	-	-	-	(5,580)
Site: Driveway Remediation	241361	(700)	56,075	(55,375)	-	-
Heating Upgrade	249382	-	67,410	(67,740)	-	(330)
Totals		697,414	475,782	(877,843)	-	295,353

Represented by:

Funds Held on Behalf of the Ministry of Education	361,640
Funds Receivable from the Ministry of Education	(66,287)

2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
Student Toilet Refurb/Joinery Replacement	242122	-	46,890	(12,754)	-	34,136
Dental Clinic & Carpark Upgrade	242123	-	-	(13,734)	-	(13,734)
Woodtex Tiles/Guttering	242130	-	36,900	(1,800)	-	35,100
Waste & Storm Water Upgrade	224847	120,534	-	(35,986)	-	84,548
Floors and Wall Covering Replacement	233884	58,061	531,660	(422,114)	-	167,607
Outdoor Learning/Breakout Space	233883	16,800	160,000	(26,357)	-	150,443
Windows/Window Winders Replacement	233882	13,372	200,000	(10,242)	-	203,130
Landscaping		(2,158)	-	(1,079)	-	(3,237)
Rm 15 Upgrade for RTL B	235116	18,126	201,101	(173,526)	-	45,701
2,3,4,5: Floor Covering	239962	117,000	-	(122,580)	-	(5,580)
Site: Driveway Remediation	241361	-	-	(700)	-	(700)
Totals		341,735	1,176,551	(820,872)	-	697,414

Represented by:

Funds Held on Behalf of the Ministry of Education	720,665
Funds Receivable from the Ministry of Education	(23,251)



18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,105	740
<i>Leadership Team</i>		
Remuneration	686,971	588,031
Full-time equivalent members	5.60	5.00
Total key management personnel remuneration	<u>689,076</u>	<u>588,771</u>

There are 4 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees that met 8 and 8 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	2.00	2.00
110 - 120	3.00	3.00
	<u>5.00</u>	<u>5.00</u>

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



20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$581,687 (2023: \$1,629,359) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Student Toilet Refurb/Joinery Replacement	378,912
Dental Clinic & Carpark Upgrade	114,424
Woodtex Tiles/Guttering	38,000
Floors and Wall Covering Replacement	1,428
Outdoor Learning/Breakout Space	8,575
Windows/Window Winders Replacement	40,348
Heating Upgrade	
Total	581,687

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



(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2024 Actual \$	2023 Actual \$
No later than One Year	5,803	5,803
Later than One Year and No Later than Five Years	9,672	15,475
Later than Five Years	-	-
	<u>15,475</u>	<u>21,278</u>

The total lease payments incurred during the period were \$5,803 (2023: \$1,934).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	561,906	313,863	1,126,745
Receivables	145,839	155,857	189,033
Investments - Term Deposits	1,127,300	504,264	1,073,880
	<u>1,835,045</u>	<u>973,984</u>	<u>2,389,658</u>

Financial liabilities measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Payables	190,027	162,272	166,696
Finance Leases	107,992	30,469	74,470
	<u>298,019</u>	<u>192,741</u>	<u>241,166</u>

24. Events After Balance Date

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

25. Comparatives

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



Moerewa School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Delwyn Bristow	Presiding Member	Appointed	Sep 2025
Maia Cooper	Principal	ex Officio	
Lorraine King	Parent Representative	Appointed	Sep 2025
Peter Ngaika	Parent Representative	Elected	Sep 2025
Margaret Mathews	Staff Representative	Elected	Sep 2025

Moerewa School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2,112 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

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

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



Te Puna i Keteriki

STATEMENT OF ANALYSIS 2025

Strategic Goal 1: NELP 1-8 Obj 1 - Nurture an ethos where every student can thrive in a safe and inclusive environment				
Annual Target/Goal: Improve Attendance				
Actions				
Action 1 Effectively embed the 'in-school' attendance monitoring procedure	What did we achieve? We have achieved a 10% increase in attendance across all year levels.	Evidence This is the evidence of improvement in attendance across all year levels.	Reasons for any differences (variances) between the target and the outcomes We haven't 'exceeded' our expectations with this target. We continue to monitor, to refine steps in managing attendance at a classroom level.	Planning for next year - Where to next? We will continue to monitor attendance across all year levels, with a focus on the next year's implementation.
Action 2 Develop the student Graduate Profile & Classroom Description in alignment with student learning pathways	We are a confident and capable student. We are a confident and capable student. We are a confident and capable student.	Improved communication all interested parties; staff/whanau. Improved attendance. ALL in-school services working in unison alongside whanau for positive outcomes	We are still to complete BSLA for Years 4-8.	Robust assessment practice and continued planning for accelerating learning in Literacy/Numeracy.
Strategic Goal 2: NELP 1-8 Obj 2 - Build capacity using effective teacher practice to support learning pathways for students				
Annual Target/Goal: Implement the refreshed curriculum				
Actions				
Action 1 Implement structured literacy & Numeracy across Reo Rua and English Medium classes	What did we achieve? We have achieved a 10% increase in attendance across all year levels.	Evidence This is the evidence of improvement in attendance across all year levels.	Reasons for any differences (variances) between the target and the outcomes We are still to complete BSLA for Years 4-8.	Planning for next year - Where to next? We will continue to monitor attendance across all year levels, with a focus on the next year's implementation.
Action 2 Teacher Planning is accessible and visible online using ETAP and shows growing progression and alignment with the refreshed Curriculum phases.	What did we achieve? We have achieved a 10% increase in attendance across all year levels.	Evidence This is the evidence of improvement in attendance across all year levels.	Reasons for any differences (variances) between the target and the outcomes We are still to complete BSLA for Years 4-8.	Planning for next year - Where to next? We will continue to monitor attendance across all year levels, with a focus on the next year's implementation.



Te Puna i Keteriki

Moerewa School

STATEMENT OF ANALYSIS 2025

Strategic Goal 1: NELP 1-8 Obj 3 - Transform our educational landscape through the development of a deliberate and meaningful localised curriculum					
Annual Target/Goal: Improve the Achievement & Progress of learners					
Actions	What did we achieve?	Evidence	Reasons for any differences	Planning for next year - where to next?	
Action 1 Implement Phase 1 – Te Reo Māori Strategy – develop Te Reo Māori across wānanga over the duration of 18 months.	Over 80% of staff have completed level 1-3 Te Reo Māori course through various wānanga over the duration of 18 months. In-school systems have changed to enable more Te Reo to be spoken.	ALL staff are expected to speak i te reo Māori anake in and around Reo Rua unit - Tere Awatea, during karakia and in the playground.	We have exceeded expectations with this goal. Some (not all) staff have gone on to Level 3/4/5 Te Reo Māori courses in 2025.	Continue to support staff through release and via other school associated remuneration processes. Engage with RTM to provide additional advice	
Action 2	Embed aspects of our localised curriculum (histories) through an integrated approach	Enhanced through planning/PLD and delivery of integrated kaupapa	This is an ever evolving space for us. We will continue to grow this part of our local curriculum and embed learning through various key events	Continue to support staff through release and via other school associated remuneration processes. Engage with RTM to provide additional advice	

Statement of compliance with employment policy (required)

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Establishing Clear Policies on Recruitment & Personnel Workplace Environment - Fostering a culture of respect, inclusivity, and fairness Ensuring Fair Treatment Addressing Discrimination and Harassment
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Establishing Clear Policies on Recruitment Recruitment and Selection Workplace Environment Accessibility & Training Monitoring and Evaluation
How do you practise impartial selection of suitably qualified persons for appointment?	Identify Key Requirements Establish Consistent Assessment Criteria Structured Interview Process – documentation Transparency and Communication – declare conflict of interest Monitoring and Evaluation - Continuous Improvement



Te Puna i Keteriki

Moerewa School

How are you recognising, <ul style="list-style-type: none">– The aims and aspirations of Māori,– The employment requirements of Māori, and– Greater involvement of Māori in the Education service? How have you enhanced the abilities of individual employees?	Ensure impartial selection of suitably qualified individuals for appointments while recognising and addressing the aspirations, employment needs, and cultural considerations of Māori, ethnic minorities, women, and persons with disabilities. Additionally, support opportunities for all employees to enhance their abilities and promote greater Māori participation in the education sector.
How are you recognising the employment requirements of women?	Through targeted PLD and support, teacher mentoring, learning support training that ensures employees are stay proficient and informed about new developments in learning, curriculum, health and safety etc. We recognise the employment requirements of women by fostering equitable and inclusive workplace practices. This includes promoting flexible working arrangements, supporting career progression through leadership opportunities, and ensuring equitable pay and conditions. We are committed to creating a safe and supportive work environment that addresses gender-specific challenges, such as providing appropriate parental leave policies, supporting work-life balance, and actively addressing any barriers to participation and advancement.
How are you recognising the employment requirements of persons with disabilities?	We recognise employment requirements of persons with disabilities by fostering an inclusive and accessible work environment. This includes providing reasonable accommodations to support individual needs, such as adaptive technology, flexible work arrangements, and accessible facilities. Our recruitment processes are designed to be barrier-free, ensuring equal access to employment opportunities. Additionally, we promote disability awareness and education within the workplace to build a supportive and understanding culture – this work is ongoing!

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
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?	✓	



Te Puna i Keteriki

Moerewa School



Moerewa School

VISION STATEMENT

Ka tū ngā tūkau i te maara o Hineamaru | Stand unyielded in the realm of Hineamaru

ANNUAL AIM

Nurture an ethos where every student can thrive in a safe and inclusive environment.

TARGET

By the end of 2024 students who are currently tracking below or well below will make accelerated progress in reading, writing and maths.

BASELINE DATA

2023 End of Term 4 data identified the following target cohorts:

In reading 100% of 6 Year 8 students and 4 Year 4 students who are tracking below to make accelerated progress of at least 1 year.

In writing 100% of 5 Year 8 students and 5 Year 4 students who are tracking below to make accelerated progress of at least 1 year.

In maths 100% of 8 Year 8 students and 4 Year 4 students who are tracking below to make accelerated progress of at least 1 year.

WHAT ACTIONS DID WE DO?

Monitoring achievement through weekly data hui, staff PLC and term by term assessment.

Increased teacher aide support in classes.

READING/WRITING

- ☒ Teaching reading & writing as a 'whole'.
- ☒ Teach Structured literacy with junior cohort
- ☒ Identify progressions in classes for all students – shared with students
- ☒ Baseline Testing
- ☒ Toe By Toe reading programme
- ☒ Steps Reading App
- ☒ In-class 6 week accelerated programme
- ☒ Monitored in-class progress through evidence at weekly teacher PLC meetings
- ☒ Triangulated assessment evidence



Te Puna | Kōwhiri

Moerewa School

MATHS

- Focus on basic facts knowledge
- Focus on Number and its relationship to other maths strands & curriculum
- Identify progressions in classes for all students – shared with students
- Baseline Testing
- ALiM for priority students
- Increased teacher aide support in classes.

OUTCOMES

2023	EOY 2023	EOY 2024
Reading	26% of learners are achieving at or above expectation	56.2% of learners are achieving at or above expectation
Writing	31% of learners are achieving at or above expectation	46.93% of learners are achieving at or above expectation
Maths	17% of learners are achieving at or above expectation	52.83% of learners are achieving at or above expectation

2024	EOY Year 4 Priority Students	EOY Year 8 Priority Students
Reading	83% of priority learners are achieving at or above expectation	42% of priority learners are achieving at or above expectation
Writing	83% of priority learners are achieving at or above expectation	48% of priority learners are achieving at or above expectation
Maths	66% of priority learners are achieving at or above expectation	53% of priority learners are achieving at or above expectation

ENTHICITY

The difference between the percentage of our Māori students and Pacifica (Cook Of the 1 Island/Māori) students is as follows:

Of the 1 Cook Island/Māori students (0.8%) are at or above in writing, reading and maths. Of the 129 Maori students 55.4% are at or above in reading. Of the 129 Maori students 46.13% are at or above in writing. Of the 129 Maori students 52.03% are at or above in maths.

GENDER

There are 63 boys and 67 girls represented in the data. In reading there is proportionally little difference between the overall percentage of boys and girls in all areas of achievement. In writing and maths there is marked difference between the overall percentage of boys and girls in all areas of achievement with girls marginally out-



Moerewa School

performing boys. Of the 4 ORS and 1 IWS & Challenging behaviour students 7 are boys and 4 are girls. The majority of these students are represented in our below and well below data. There is 1 student who is ESOL and speak a second language at home. There are 29 students who are presenting with poor attendance and 10 students with extremely poor attendance. We are currently piloting the Stepped Attendance Response Monitoring.

SPECIAL NEEDS

The data analysed in this section are those students who are identified as ESOL, Special Needs (ORS/High and Challenging needs, hearing/speech problems), are frequently absent or are very new to the school. We have a total of 11 students.

- Of the 11 students 11 are well below in reading, writing and maths. All 11 (100%) are identified as ESOL, Special Needs (ORS/High and Challenging needs).
- Absenteeism, accounts for 7 (40.4%) of those students who are below expectation.

SUMMARY

These results were taken from Term 4 data 2024. It is also an improvement on overall results since Term 1. There still remains a significant number of students who remain below and well below expectations in reading, writing and maths which make up a great majority of our target students. Absenteeism continues to plague a great majority of our students who continue to present on our Stepped Attendance Response data each week.

A suggestion for the development of target cohorts to be extended to those across all year levels sitting just below the expectation who can be accelerated. Year 4 and Year 8 continues to be our target cohort although further extending to Year 0/1 to ensure literacy and numeracy fundamentals are consistently achieved.

WHY DID THE VARIANCE HAPPEN?

READING

- We have put great emphasis on improving teacher practice through explicitly teaching what is required at each level rather than trying fill gaps of missing knowledge.
- Visual representations in class of student achievement (so that they can see how far they have tracked)
- In-class support through Toe by Toe programme (acceleration).
- Sharing teacher practice/assessment evidence presented at fortnightly PLC workshops
- Encouraging reading to continue at home with support with resources
- Spotlight Planning tool & LPF PLD has been a priority



Moerewa School

WRITING

- Improved teacher practice; Teaching writing and reading as 'one' component to show the relationship between both.
- Structured Literacy approach
- Focus on writing content that is contextual and relevant to increase writer participation.
- Sharing teacher practice/assessment evidence presented at weekly PLC workshops
- Increased focus on surface features, decoding, spelling and punctuation skills, sentence structures and increased vocabulary to support writers.
- Spotlight Planning tool & LPF

MATHS

- ALiM PLD
- Sharing teacher practice/assessment evidence presented at weekly PLC workshops.
- Spotlight Planning tool & LPF.
- A focus on increased work problems (comprehension).
- Sharing teacher practice/assessment evidence presented at weekly PLC workshops.
- Increased maths equipment in each class.

WHERE TO NEXT?

READING

- Increased reading mileage – incentivised at home
- Focus on Comprehension strategies and responding to text
- Spotlight Planning tool – Uploading evidence
- Implement structured literacy
- Goal setting for students

WRITING

- Spotlight Planning tool – Uploading evidence
- Implement a structured daily oral language component delivered in both Te Reo and Eng.
- Goal setting for students
- Implement structured literacy
- Spelling Programme across all cohorts
- Introduce other modes of literacy eg: vlogging/blogging/script writing

MATHS

- ALiM PLD continued for Tuakana class
- Spotlight Planning tool – Uploading evidence
- Basic facts Focus
- Increased Place Value and Number Knowledge
- Collegial Planning – Tuakana & Teina



Moerewa School

- I.T upgrade for Teina classes with PLD
- Numicon Maths
- Goal setting for students

PLANNING FOR 2025

Term One continues to place strong emphasis on building relationships within each whānau, with learners across our school. More focus on identifying target cohorts, developing targeted plans, and implementing strategies with more urgency need to happen earlier on in Term 1.

Progress of achievement needs to be reviewed regularly through staff PLC workshops. More focus by Whanau Leaders to show leadership when collating and analysing data for learners within Teina and Tuakana classes within each whānau. Intensive programmes aimed at accelerating student achievement must be initiated and monitored – (AlIM).

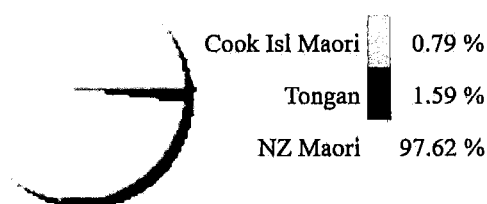
In-Class support remains our biggest priority to support accelerated learning, programmes and EOTC opportunities. It is important that we provide purposeful professional development opportunities for Pouwhirinaki to strengthen their capability and increase confidence to support learning both inside and outside of the classroom. Teachers must be more strategic when planning for Pouwhirinaki to ensure seamless understanding of their roles within each whanau.

Targeted resources and learning activities specifically designed to meet the needs of ESOL, special needs and student with learning behaviour needs. A sensory space that promotes inclusion and equitable access to the curriculum is being developed as a break out space for targeted activities for students.

With the implementation of the refreshed curriculum there is a sense of urgency to ensure that systems, PLD and resources and assessment tools are in place to enable teachers to deliver high quality literacy, numeracy integrated learning programmes whilst also giving our students meaningful learning opportunities.

SCHOOL COMPOSITION

Our school is largely made up of those of Māori descent which reflects our community and the various hapu within Ngāti Hine.





Moerewa School

BACKGROUND

Great value is placed on Kaupapa Māori through te reo Māori, the performing arts and tikanga based activities within our community; various activities at Otiria Marae and within Te Taiao. We have a strong commitment to ensuring whanaungatanga is visible in school systems and educational approaches to include the concept of 'whānau'.

TE REO MĀORI

We are funded to provide total immersion te reo Māori instruction at Level 1 (teina) and Level 2 (tuakana) within our Rumaki classes. Across English Medium instruction is provided at level 3 and 4 for both Teina and tuakana classes. The school's Te Reo Māori strategy ensures that staff understand their responsibility to grow their knowledge and confidence in the use of te reo Māori, with many staff undertaking te reo Māori classes in their own personal time. This is a growth space that we will continue to work towards. Fluency and understanding is key to continue to grow capability across the school.

WHANAU CONSULTATION AND COMMUNICATION

Moerewa School is continually committed to maintaining the transparency and partnership between school, whānau and the wider community. We engage on many platforms to allow stakeholders to contribute to the success & growth of our school. We regularly meet each term via student led Kaupapa (bodies of learning) that are celebrated termly. Executing our social media strategy 2024-2026 has opened the way for further consultation and mass engagement. Whether it is face to face, via technology or wider whānau hui or hapu hui, we seek to consult our stakeholders regularly.

TIKANGA & TE TIRITI O WAITANGI

Te Tū o Ngāti Hine & Te Tiriti o Waitangi drives our commitment to ensuring that we uphold the tikanga on all whānau/school/hapu/lwi matters. This commitment informs how we consult with our community, how we design learning and engagement opportunities and how we implement aspects of our curriculum. We seek advice where required by hapu 'lore' and this continues to keep us and our tamariki safe ā wairua. This inherent understanding informs our strategic goals which are guided by The National Education and Learning Priorities, the Marautanga o Aotearoa & the NZC.

EQUITABLE OUTCOMES

We will continue to achieve equitable outcomes for Māori through a number of means, commitment to Te Āo Māori, Te Tiriti o Waitangi and te reo Māori. We continue to be selective, but deliberate in curriculum design, contextualising concepts and carefully selecting resources to support learning. We will continue to grow staff capability in Relationships First ensuring that we are delivering to the profile of our learners.



Moerewa School

I would like to acknowledge the Moerewa School Board in their support of key initiatives that have contributed to a successful year for our tamariki, their whānau, hapu and Iwi. We will continue to work closely, unapologetically in the pursuit of positive outcomes for our all stakeholders.

Ka nui te aroha!

Mauriora

Maia Cooper
Principal
Moerewa School

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF MOEREWĀ SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

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

In our opinion the financial statements of the School:

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

Our audit was completed on 3 June 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 of Trustees 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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 Novopay 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 Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

