

# **PAPAROA SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2024**

**School Directory**

**Ministry Number:** 1077

**Principal:** Karyn Taylor

**School Address:** 14 Franklin Road

**School Postal Address:** P O Box 15, Paparoa, 0543

**School Phone:** 09 431 7379

**School Email:** admin@paparoa.school.nz

**Accountant / Service Provider:**

**Education Services.**  
*Dedicated to your school*

# PAPAROA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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## Paparoa 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.

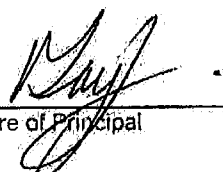
The School's 2024 financial statements are authorised for issue by the Board.

Kirsten E. Colquhoun  
Full Name of Presiding Member

  
Signature of Presiding Member

27/6/2025  
Date:

Karyn Taylor  
Full Name of Principal

  
Signature of Principal

27.6.2025.  
Date:

**Paparoa School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	665,844	536,898	589,499
Locally Raised Funds	3	67,219	17,280	41,278
Interest		6,759	3,000	4,266
<b>Total Revenue</b>		739,822	557,178	635,043
<b>Expense</b>				
Locally Raised Funds	3	8,774	10,900	26,333
Learning Resources	4	388,137	395,074	375,860
Administration	5	117,536	70,742	110,993
Interest		2,832	2,832	3,085
Property	6	117,595	129,056	115,982
Loss on Disposal of Property, Plant and Equipment		66	-	-
<b>Total Expense</b>		634,940	608,604	632,253
<b>Net Surplus / (Deficit) for the year</b>		104,882	(51,426)	2,790
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		104,882	(51,426)	2,790

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



**Paparoa School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2024

	2024	2024	2023
Notes	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
<b>Equity at 1 January</b>	243,066	232,618	237,618
Total comprehensive revenue and expense for the year	104,882	(51,426)	2,790
Contributions from the Ministry of Education - Distribution to MoE - Capital Works	(37,257)	-	-
Contributions from the Ministry of Education - Furniture and Equipment Grant	-	-	2,658
<b>Equity at 31 December</b>	310,691	181,192	243,066
Accumulated comprehensive revenue and expense	310,691	181,192	243,066
<b>Equity at 31 December</b>	310,691	181,192	243,066

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.



**Paparoa School**  
**Statement of Financial Position**  
As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	276,446	82,070	254,187
Accounts Receivable	8	38,355	49,470	48,322
GST Receivable		-	134	332
Prepayments		1,202	2,276	2,634
Inventories	9	392	641	594
Funds Receivable for Capital Works Projects	15	5,993	-	-
		322,388	134,591	306,069
<b>Current Liabilities</b>				
GST Payable		2,643	-	-
Accounts Payable	11	46,690	34,392	35,916
Revenue Received in Advance	12	4,577	8,160	2,312
Provision for Cyclical Maintenance	13	14,545	15,808	7,200
Finance Lease Liability	14	3,176	2,600	2,943
Funds held for Capital Works Projects	15	28,489	-	101,019
		100,120	60,960	149,390
<b>Working Capital Surplus/(Deficit)</b>		222,268	73,631	156,679
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	142,700	139,901	144,022
		142,700	139,901	144,022
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	47,587	29,433	47,769
Finance Lease Liability	14	6,690	2,907	9,866
		54,277	32,340	57,635
<b>Net Assets</b>		310,691	181,192	243,066
<b>Equity</b>		310,691	181,192	243,066

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



**Paparoa 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		301,462	177,376	189,333
Locally Raised Funds		51,565	17,280	34,422
Goods and Services Tax (net)		2,975	-	(198)
Payments to Employees		(116,873)	(95,093)	(93,205)
Payments to Suppliers		(95,175)	(123,167)	(103,584)
Interest Paid		(2,832)	(2,832)	(3,085)
Interest Received		6,759	3,000	4,266
Net cash from/(to) Operating Activities		147,881	(23,436)	27,949
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(8,917)	(20,000)	(8,379)
Net cash from/(to) Investing Activities		(8,917)	(20,000)	(8,379)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	2,658
Distributions to Ministry of Education		(37,257)	-	-
Finance Lease Payments		(2,060)	(5,775)	(2,354)
Funds Administered on Behalf of Other Parties		(77,388)	-	103,032
Net cash from/(to) Financing Activities		(116,705)	(5,775)	103,336
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>22,259</b>	<b>(49,211)</b>	<b>122,906</b>
Cash and cash equivalents at the beginning of the year	7	254,187	131,281	131,281
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>276,446</b>	<b>82,070</b>	<b>254,187</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.



# **Paparoa School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2024**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

Paparoa 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 13.





*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 14. Future operating lease commitments are disclosed in note 20b.

*Recognition of grants*

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

**c) Revenue Recognition**

***Government Grants***

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

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

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

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

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

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

***Other Grants where conditions exist***

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



#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

#### **d) Operating Lease Payments**

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

#### **e) Finance Lease Payments**

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

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

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

#### **h) Inventories**

Inventories are consumable items held for sale and comprised of Stationery Sales. 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.

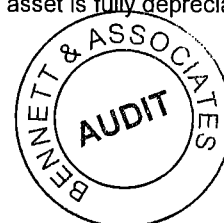
Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Ka Ora, Ka Ako - Healthy School Lunches Programme
Transport Network (Otamatea)
Other Government Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
239,281	178,454	191,793
270,720	280,988	266,656
87,156	77,456	87,719
70,611	-	43,331
(2,187)	-	-
263	-	-
<b>665,844</b>	<b>536,898</b>	<b>589,499</b>

## 3. Locally Raised Funds

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

### Revenue

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

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
24,144	-	3,473
717	400	1,876
371	500	460
23,647	-	17,335
18,340	16,380	18,134
<b>67,219</b>	<b>17,280</b>	<b>41,278</b>

### Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
Other Locally Raised Funds Expenditure

170	100	1,840
360	500	394
6,303	3,500	3,346
1,941	6,800	20,753
<b>8,774</b>	<b>10,900</b>	<b>26,333</b>

Surplus for the year Locally Raised Funds

<b>58,445</b>	<b>6,380</b>	<b>14,945</b>
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## 4. Learning Resources

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

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
19,932	26,850	25,612
5,460	5,000	3,615
334,507	333,029	320,070
5,096	8,100	2,898
21,978	20,295	22,931
1,164	1,800	734
<b>388,137</b>	<b>395,074</b>	<b>375,860</b>



## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	5,560	4,000	3,800
Board Fees and Expenses	3,738	5,190	3,262
Operating Leases	-	-	406
Other Administration Expenses	9,565	12,500	8,959
Employee Benefits - Salaries	43,082	43,052	45,204
Insurance	-	-	391
Service Providers, Contractors and Consultancy	5,640	6,000	5,640
Ka Ora, Ka Ako - Healthy School Lunch Programme	49,951	-	43,331
	<u>117,536</u>	<u>70,742</u>	<u>110,993</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	7,675	7,400	7,044
Heat, Light and Water	8,103	6,000	7,160
Repairs and Maintenance	11,291	33,500	8,775
Use of Land and Buildings	87,156	77,456	87,719
Other Property Expenses	3,370	4,700	5,284
	<u>117,595</u>	<u>129,056</u>	<u>115,982</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	276,446	82,070	254,187
Cash and cash equivalents for Statement of Cash Flows	<u>276,446</u>	<u>82,070</u>	<u>254,187</u>

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

Of the \$276,446 Cash and Cash Equivalents, \$28,489 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 \$276,446 Cash and Cash Equivalents, \$4,577 of Revenue Received in Advance is held by the school, as disclosed in note 12.

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	3,918	25,617	25,587
Receivables from the Ministry of Education	7,838	-	-
Teacher Salaries Grant Receivable	26,599	23,853	22,735
	<u>38,355</u>	<u>49,470</u>	<u>48,322</u>
Receivables from Exchange Transactions	3,918	25,617	25,587
Receivables from Non-Exchange Transactions	34,437	23,853	22,735
	<u>38,355</u>	<u>49,470</u>	<u>48,322</u>

## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery Sales	392	641	594
	<u>392</u>	<u>641</u>	<u>594</u>





## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	28,000	-	-	-	-	28,000
Board-owned Buildings	36,830	-	-	-	(1,769)	35,061
Building Improvements	14,617	-	-	-	(436)	14,181
Furniture and Equipment	35,162	20,648	-	-	(6,560)	49,250
Information and Communication Technology	17,962	-	(66)	-	(9,460)	8,436
Leased Assets	11,248	-	-	-	(3,713)	7,535
Library Resources	203	74	-	-	(40)	237
	144,022	20,722	(66)	-	(21,978)	142,700

The net carrying value of equipment held under a finance lease is \$7,535 (2023: \$11,248)

### 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	28,000	-	28,000	28,000	-	28,000
Board-owned Buildings	70,776	(35,715)	35,061	70,776	(33,946)	36,830
Building Improvements	17,417	(3,236)	14,181	17,417	(2,800)	14,617
Furniture and Equipment	185,811	(136,561)	49,250	166,669	(131,507)	35,162
Information and Communication Technology	80,874	(72,438)	8,436	82,400	(64,438)	17,962
Leased Assets	15,351	(7,816)	7,535	15,351	(4,103)	11,248
Library Resources	38,023	(37,786)	237	37,950	(37,747)	203
	436,252	(293,552)	142,700	418,563	(274,541)	144,022

## 11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	12,381	4,787	6,756
Accruals	5,560	3,680	3,800
Employee Entitlements - Salaries	26,599	23,853	22,735
Employee Entitlements - Leave Accrual	2,150	2,072	2,625
	46,690	34,392	35,916
Payables for Exchange Transactions	46,690	34,392	35,916
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	46,690	34,392	35,916

The carrying value of payables approximates their fair value.



## 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	1,008
Other Revenue In Advance	4,577	8,160	1,304
	<u>4,577</u>	<u>8,160</u>	<u>2,312</u>

## 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	54,969	37,841	47,925
Increase to the Provision During the Year	8,146	7,400	7,083
Use of the Provision During the Year	-	-	-
Other Adjustments	(983)	-	(39)
Provision at the End of the Year	<u>62,132</u>	<u>45,241</u>	<u>54,969</u>
Cyclical Maintenance - Current	14,545	15,808	7,200
Cyclical Maintenance - Non current	47,587	29,433	47,769
	<u>62,132</u>	<u>45,241</u>	<u>54,969</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.

## 14. 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	5,151	2,600	5,775
Later than One Year and no Later than Five Years	8,424	2,907	13,575
Future Finance Charges	(3,709)	-	(6,541)
	<u>9,866</u>	<u>5,507</u>	<u>12,809</u>
<b>Represented by</b>			
Finance lease liability - Current	3,176	2,600	2,943
Finance lease liability - Non current	6,690	2,907	9,866
	<u>9,866</u>	<u>5,507</u>	<u>12,809</u>



## 15. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AIMS Combined: Block 1 Refurb		242361	101,019	-	(107,012)	-	(5,993)
Roof Remediation		250305	-	50,880	(22,391)	-	28,489
Totals			101,019	50,880	(129,403)	-	22,496

### Represented by:

Funds Held on Behalf of the Ministry of Education	28,489
Funds Receivable from the Ministry of Education	(5,993)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AIMS Combined: Block 1 Refurb		242361	(1,625)	111,328	(8,684)	-	101,019
Cyclone Remediation			-	18,558	(18,558)	-	-
Totals			(1,625)	129,886	(27,242)	-	101,019

### Represented by:

Funds Held on Behalf of the Ministry of Education	101,019
Funds Receivable from the Ministry of Education	-

## 16. 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.



## 17. 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	2,235	1,885
<i>Leadership Team</i>		
Remuneration	120,869	117,422
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	<u>123,104</u>	<u>119,307</u>

There are 4 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 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	110 - 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
	<u>0.00</u>	<u>0.00</u>

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

## 18. 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	0	0
Number of People	0	0



**19. 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.

**20. Commitments**

**(a) Capital Commitments**

As at 31 December 2024, the Board had capital commitments of \$34,162 (2023: \$105,889) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Roof Remediation	34,162
Total	34,162

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15

**(b) Operating Commitments**

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



## 21. 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	276,446	82,070	254,187
Receivables	38,355	49,470	48,322
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	314,801	131,540	302,509

### Financial liabilities measured at amortised cost

Payables	46,690	34,392	35,916
Finance Leases	9,866	5,507	12,809
Total financial liabilities measured at amortised cost	56,556	39,899	48,725

## 22. Events After Balance Date

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

## 23. Comparatives

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



## Paparoa School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Kirsten Colquhoun	Presiding Member	Co-opted	Sep 2025
Karyn Taylor	Principal	ex Officio	
Shelly Priest	Parent Representative	Elected	Mar 2024
Maureen Evans	Parent Representative	Elected	Sep 2025
Ngarie Hames	Parent Representative	Select one	Sep 2025
Julie Harper	Staff Representative	Elected	Sep 2025

## **Paparoa School**

## **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$652 (excluding GST). The funding was spent on sporting endeavours.

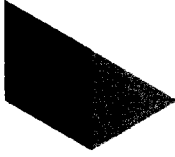
## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2024 the Paparoa 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.



# Statement of Variance Reporting



## Mathematics

School Name:		School Number:	1077
Mathematics	<b>Strategic Aim:</b>	To grow a strong sense of belonging and identity within our school community To create an inclusive and responsive learning environment, empowering the school community as lifelong learners	
	<b>Annual Aim:</b>	Create and implement our school narrative Provide regular opportunities for tamariki to share their learning with whanau	
	<b>Target:</b>	To provide quality learning programmes that meet individual students' needs and abilities academically, socially, physically and emotionally.	
	<b>Baseline Data:</b>	<div>2023 EOY Data</div> <div>86% of students achieving at or above</div> <div>Males = 85%</div> <div>Females = 88%</div> <div>Maori = 70%</div> <div>2022 EOY Data</div> <div>73% of students achieving at or above</div> <div>Males = 69%</div> <div>Females = 75%</div> <div>Maori = 45%</div>	



Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																														
<p># Target groups were created from the 2023 baseline data as well as any new students identified</p> <p># Maths overview sheet was created and implemented from the draft Maths refresh curriculum</p> <p># Formative assessment practise continued to be developed</p> <p># Emphasis on authentic learning in the classroom</p> <p># Individual needs were targeted within the classroom</p> <p># Professional Development was held for the Mathematics refresh Curriculum</p>	<p>End of Year 2024</p> <table><tr><th>Maths</th><th>Above</th><th>At</th><th>Below</th><th>Well Below</th><th>Total Number</th></tr><tr><td>School</td><td>5 (15%)</td><td>22 (65%)</td><td>4 (12%)</td><td>3 (8%)</td><td>34</td></tr><tr><td>Male</td><td>3 (20%)</td><td>9 (60%)</td><td>2 (13%)</td><td>1 (7%)</td><td>15</td></tr><tr><td>Female</td><td>2 (11%)</td><td>13 (68%)</td><td>2 (11%)</td><td>2 (10%)</td><td>19</td></tr><tr><td>Maori</td><td>2 (18%)</td><td>6 (55%)</td><td>1 (9%)</td><td>2 (18%)</td><td>11</td></tr></table>	Maths	Above	At	Below	Well Below	Total Number	School	5 (15%)	22 (65%)	4 (12%)	3 (8%)	34	Male	3 (20%)	9 (60%)	2 (13%)	1 (7%)	15	Female	2 (11%)	13 (68%)	2 (11%)	2 (10%)	19	Maori	2 (18%)	6 (55%)	1 (9%)	2 (18%)	11	<p>In 2024, our school experienced roll growth with numbers reaching 45 at one stage. We had 19 new enrolments throughout the year, 10 of them being Year 2 - Year 6. Out of those ten, seven were achieving below or well below their respective year levels on school entry</p> <p>All teaching staff participated in PLD with the MOE Curriculum Advisor, learning the new Curriculum Refresh.</p> <p>Formative assessment continued to be a key practise that was implemented through the year</p> <p>Overall the schoolwide data showed 80% of students achieving in mathematics. Females were similar at 79% with the boys who were 80%. Maori students were showing a 73% achievement rate which has continued to improve over the last two years.</p>	<p>Target students for 2025 have been identified, including Year 1 students who have not shown progress with mathematics.</p> <p>12 students have been identified as target students in 2025</p> <p>BOT created a special project class to support mathematical learning of Year 3 &amp; 4 students</p> <p>PLD will take place for implementation of the new Mathematics curriculum</p> <p>The Numicon Programme will be implemented schoolwide</p> <p>Senco programme will be set up to support the target students</p> <p>Fortnightly meetings will include discussion of evidence and progress of mathematics target students</p>
Maths	Above	At	Below	Well Below	Total Number																												
School	5 (15%)	22 (65%)	4 (12%)	3 (8%)	34																												
Male	3 (20%)	9 (60%)	2 (13%)	1 (7%)	15																												
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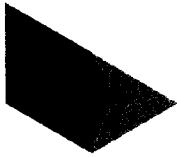
		Math Whizz will be used to support the accelerated progress of all students
		Show consistency in overall achievement percentages at 80% and raising Maori to 75%
		The new Mathematics Curriculum will be implemented schoolwide

**Planning for next year:**

Implement the new Mathematics Curriculum and the Numicon Programme schoolwide. Any new students that arrive below their respective curriculum will be added to the Senco programme. The Special Project classroom will start at the beginning of 2025.



# Statement of Variance Reporting



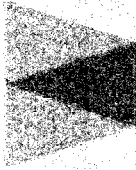
## Reading

<b>School Name:</b>	Paparoa School	<b>School Number:</b>	1077		
<b>Strategic Aim:</b>	To grow a strong sense of belonging and identity within our school community To create an inclusive and responsive learning environment, empowering the school community as lifelong learners				
<b>Annual Aim:</b>	Create and implement our school narrative Provide regular opportunities for tamariki to share their learning with whanau .				
<b>Target:</b>	To provide quality learning programmes that meet individual students' needs and abilities academically, socially, physically and emotionally.				
<b>Baseline Data:</b>	<table><tr><td>2023 EOY Data 79% of students achieving at or above Males = 73% Females = 84% Maori = 82%</td><td>2022 EOY Data 73% of students achieving at or above Males = 62% Females = 79% Maori = 44%</td></tr></table>			2023 EOY Data 79% of students achieving at or above Males = 73% Females = 84% Maori = 82%	2022 EOY Data 73% of students achieving at or above Males = 62% Females = 79% Maori = 44%
2023 EOY Data 79% of students achieving at or above Males = 73% Females = 84% Maori = 82%	2022 EOY Data 73% of students achieving at or above Males = 62% Females = 79% Maori = 44%				





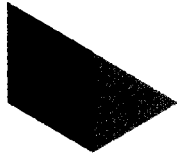
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																														
<b># Structured Reading Curriculum</b> continued to be developed through the Junior School	<div>End of Year 2024 Data</div> <table><tr><th>Reading</th><th>Above</th><th>At</th><th>Below</th><th>Well Below</th><th>Total Number</th></tr><tr><td>School</td><td>11 (32%)</td><td>16 (47%)</td><td>5 (15%)</td><td>2 (6%)</td><td>34</td></tr><tr><td>Male</td><td>6 (40%)</td><td>5 (33%)</td><td>3 (20%)</td><td>1 (7%)</td><td>15</td></tr><tr><td>Female</td><td>6 (32%)</td><td>10 (53%)</td><td>2 (10%)</td><td>1 (5%)</td><td>19</td></tr><tr><td>Maori</td><td>5 (46%)</td><td>4 (36%)</td><td>1 (9%)</td><td>1 (9%)</td><td>11</td></tr></table>	Reading	Above	At	Below	Well Below	Total Number	School	11 (32%)	16 (47%)	5 (15%)	2 (6%)	34	Male	6 (40%)	5 (33%)	3 (20%)	1 (7%)	15	Female	6 (32%)	10 (53%)	2 (10%)	1 (5%)	19	Maori	5 (46%)	4 (36%)	1 (9%)	1 (9%)	11	In 2024, our school experienced roll growth with numbers reaching 45 at one stage. We had 19 new enrolments throughout the year, 10 of them being Year 2 - Year 6. Out of those ten, seven were achieving below or well below their respective year levels on school entry	Target students for 2025 have been identified, including Year 1 students who have not shown progress with sounds and letters.
Reading		Above	At	Below	Well Below	Total Number																											
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Female		6 (32%)	10 (53%)	2 (10%)	1 (5%)	19																											
Maori	5 (46%)	4 (36%)	1 (9%)	1 (9%)	11																												
<b># Target groups</b> were created from the 2023 baseline data			14 Target Students have been identified for 2025																														
<b># Formative assessment</b> practise continued to be developed			Whole School Structured Literacy Professional Learning with Blended Learning from Term 1 - Term 3																														
<b># Purchased more</b> decodable texts to support Structured Literacy			BOT created a special project class to support literacy learning of Year 3 & 4 students																														
<b># Emphasis on</b> authentic learning in the classroom			Senco programme will be set up to support the target students																														
<b># Individual needs</b> were targeted within the classroom			Structured literacy books will continue to be purchased to support the Sunshine programme																														
<b># Dyslexic support</b> programme timetabled through SENC			Fortnightly meetings will include discussion of evidence and progress of reading target students																														



# Trialled Heggerty Phonemic Awareness programme in the Junior School, brought resources to implement schoolwide	Overall the schoolwide data showed 79% of students achieving in reading. Females were higher 84% than the boys who were 73%. Maori students are showing at 82% which is a huge improvement over the last two years.	<p>The Heggerty programme proved to be extremely beneficial in supporting Structured Literacy, the programme will be implemented schoolwide</p> <p>Show consistency in overall achievement percentages at 80% and raising Boys to 80%</p> <p>The new English Curriculum will be implemented schoolwide</p>
Planning for next year:		
<p>The Structured Reading Programme will continue to be monitored through the year. The new English curriculum will be implemented along with schoolwide Structured Literacy PLD from Term 1 - Term 3. The Heggerty Programme will be implemented schoolwide. Senco programmes will be put in place for target students. More resources will be purchased to support the reading programme. We have signed up to Sunshine Online to support the Structured Reading programmes in the classroom. The Special Project classroom will start at the beginning of 2025.</p>		



# Statement of Variance Reporting



## Writing

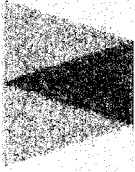
<b>School Name:</b>	Paparoa School	<b>School Number:</b>	1077		
<b>Strategic Aim:</b>	To grow a strong sense of belonging and identity within our school community To create an inclusive and responsive learning environment, empowering the school community as lifelong learners				
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<b>Baseline Data:</b>	<table><tr><td>2023 EOY Data 75% of students achieving at or above Males = 59% Females = 75% Maori = 70%</td><td>2022 EOY Data 62% of students achieving at or above Males = 39% Females = 75% Maori = 44%</td></tr></table>			2023 EOY Data 75% of students achieving at or above Males = 59% Females = 75% Maori = 70%	2022 EOY Data 62% of students achieving at or above Males = 39% Females = 75% Maori = 44%
2023 EOY Data 75% of students achieving at or above Males = 59% Females = 75% Maori = 70%	2022 EOY Data 62% of students achieving at or above Males = 39% Females = 75% Maori = 44%				



Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																														
<p># Formative assessment practise was implemented</p> <p># Emphasis on authentic learning in the classroom</p> <p># Individual needs were targeted within the classroom</p> <p># Targeted boys through the classroom programme</p> <p># Implemented the spelling programme 'The Code'</p> <p># Participated in Professional Learning through the Kahui Ako</p> <p># Trialled Heggerty Phonemic Awareness programme in the Junior School.</p>	<p>End of Year 2024 Data</p> <table><tr><th>Writing</th><th>Above</th><th>At</th><th>Below</th><th>Well Below</th><th>Total Number</th></tr><tr><td>School</td><td>6 (18%)</td><td>19 (56%)</td><td>8 (24%)</td><td>1 (2%)</td><td>34</td></tr><tr><td>Male</td><td>0 (0%)</td><td>10 (67%)</td><td>4 (27%)</td><td>1 (6%)</td><td>15</td></tr><tr><td>Female</td><td>6 (32%)</td><td>9 (47%)</td><td>4 (21%)</td><td>0 (0%)</td><td>19</td></tr><tr><td>Maori</td><td>2 (18%)</td><td>6 (55%)</td><td>2 (18%)</td><td>1 (9%)</td><td>11</td></tr></table>	Writing	Above	At	Below	Well Below	Total Number	School	6 (18%)	19 (56%)	8 (24%)	1 (2%)	34	Male	0 (0%)	10 (67%)	4 (27%)	1 (6%)	15	Female	6 (32%)	9 (47%)	4 (21%)	0 (0%)	19	Maori	2 (18%)	6 (55%)	2 (18%)	1 (9%)	11	<p>In 2024, our school experienced roll growth with numbers reaching 45 at one stage. We had 19 new enrolments throughout the year, 10 of them being Year 2 - Year 6. Out of those ten, seven were achieving below or well below their respective year levels on school entry</p> <p>The Senco programme was focused on literacy, with small groups and individualised programmes being created through the classroom programme and supported by the learning assistant.</p> <p>Overall the schoolwide data showed 74% of students achieving in writing. Females were higher 79% than the boys who were 67%, although this is an increase of 8% from 2023. Maori students also showed good progress with 73% achievement</p>	<p>Target students for 2025 have been identified, including Year 1 students who have not shown progress with sounds and letters.</p> <p>16 Target Students have been identified for 2025</p> <p>A handwriting programme will be implemented in 2025</p> <p>Senco programme will be set up to support the target students</p> <p>Fortnightly meetings will include discussion of evidence and progress of writing target students</p> <p>The Heggerty programme proved to be extremely beneficial in supporting Structured Literacy, the programme will be implemented schoolwide</p> <p>Show consistency in overall achievement percentages at 80% and raising Boys to 75%</p>
Writing	Above	At	Below	Well Below	Total Number																												
School	6 (18%)	19 (56%)	8 (24%)	1 (2%)	34																												
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Maori	2 (18%)	6 (55%)	2 (18%)	1 (9%)	11																												







brought resources to implement schoolwide				The new English Curriculum will be implemented schoolwide
Planning for next year:				
A schoolwide Handwriting programme will be implemented. Senco programmes will be put in place for target students. The new English curriculum will be implemented along with schoolwide Structured Literacy PLD from Term 1 - Term 3. The Heggerty Programme will be implemented schoolwide. Senco programmes will be put in place for target students. The Special Project classroom will start at the beginning of 2025.				



How Does Paparoa School give effect to Te Tiriti O Waitangi?

At Paparoa School we acknowledge Te Tiriti O Waitangi by recognising the principles of partnership, participation and protection embedded within the Treaty. To honor this commitment, we integrate Te Reo Māori (Māori language), Tikanga Māori (Māori customs and protocols), and the perspectives of Māori culture and history throughout our curriculum and school practices. We strive to create an inclusive and respectful environment where the Treaty's principles are upheld, fostering understanding, equity and collaboration among all members of our school community.

We recognise Te Uri O Hau of Ngāti Whātua, who are mana whenua.

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

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The Auditor-General is the auditor of Paparoa 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 27 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

