

# **GLEN OROUA SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

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

#### **School Directory**

|                               |                                                                                  |
|-------------------------------|----------------------------------------------------------------------------------|
| <b>Ministry Number:</b>       | 2360                                                                             |
| <b>Principal:</b>             | Francie Carroll                                                                  |
| <b>School Address:</b>        | Sansons Road                                                                     |
| <b>School Postal Address:</b> | Sansons Road RD 3, Palmerston North, 4473                                        |
| <b>School Phone:</b>          | 06 329 7859                                                                      |
| <b>School Email:</b>          | <a href="mailto:glenoroua@glenoroua.school.nz">glenoroua@glenoroua.school.nz</a> |

**Accountant / Service Provider:**

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

# GLEN OROUA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

| Page | Statement |
|------|-----------|
|------|-----------|

|        |                                                |
|--------|------------------------------------------------|
| 1      | Statement of Responsibility                    |
| 2      | Statement of Comprehensive Revenue and Expense |
| 3      | Statement of Changes in Net Assets/Equity      |
| 4      | Statement of Financial Position                |
| 5      | Statement of Cash Flows                        |
| 6 - 19 | Notes to the Financial Statements              |
|        | Independent Auditor's Report                   |

### Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

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

## Glen Oroua 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.

Andrew Pedley

Full Name of Presiding Member

Frances Carroll

Full Name of Principal

*[Signature]*

Signature of Presiding Member

*[Signature]*

Signature of Principal

28 May 2025

Date:

28 May 2025

Date:

**Glen Oroua School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2024

|                                                             |       | 2024           | 2024                        | 2023           |
|-------------------------------------------------------------|-------|----------------|-----------------------------|----------------|
|                                                             | Notes | Actual<br>\$   | Budget<br>(Unaudited)<br>\$ | Actual<br>\$   |
| <b>Revenue</b>                                              |       |                |                             |                |
| Government Grants                                           | 2     | 885,135        | 720,923                     | 817,267        |
| Locally Raised Funds                                        | 3     | 47,734         | 9,537                       | 52,125         |
| Interest                                                    |       | 10,813         | 5,000                       | 10,420         |
| <b>Total Revenue</b>                                        |       | <b>943,682</b> | <b>735,460</b>              | <b>879,812</b> |
| <b>Expense</b>                                              |       |                |                             |                |
| Locally Raised Funds                                        | 3     | 543            | -                           | 10,001         |
| Learning Resources                                          | 4     | 671,802        | 583,846                     | 650,279        |
| Administration                                              | 5     | 87,864         | 82,438                      | 81,555         |
| Interest                                                    |       | 640            | 336                         | 787            |
| Property                                                    | 6     | 156,432        | 112,079                     | 144,351        |
| Loss on Disposal of Property, Plant and Equipment           |       | -              | -                           | 798            |
| <b>Total Expense</b>                                        |       | <b>917,281</b> | <b>758,699</b>              | <b>887,771</b> |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | <b>26,401</b>  | <b>(23,239)</b>             | <b>(7,959)</b> |
| Other Comprehensive Revenue and Expense                     |       | -              | -                           | -              |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <b>26,401</b>  | <b>(23,239)</b>             | <b>(7,959)</b> |

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

**Glen Oroua School**

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

For the year ended 31 December 2024

|                                                                               | Notes | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------------------------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January                                                           |       | 314,620              | 297,500                             | 316,968              |
| Total comprehensive revenue and expense for the year                          |       | 26,401               | (23,239)                            | (7,959)              |
| Contributions from the Ministry of Education - Te Mana Tuuhono Capital Contri |       | 6,627                | -                                   | 5,611                |
| Contribution - Furniture and Equipment Grant                                  |       | 3,762                | -                                   | -                    |
| Equity at 31 December                                                         |       | 351,410              | 274,261                             | 314,620              |
| Accumulated comprehensive revenue and expense                                 |       | 351,410              | 274,261                             | 314,620              |
| Equity at 31 December                                                         |       | 351,410              | 274,261                             | 314,620              |

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.

**Glen Oroua School**  
**Statement of Financial Position**  
As at 31 December 2024

|                                             |       | 2024         | 2024                        | 2023         |
|---------------------------------------------|-------|--------------|-----------------------------|--------------|
|                                             | Notes | Actual<br>\$ | Budget<br>(Unaudited)<br>\$ | Actual<br>\$ |
| <b>Current Assets</b>                       |       |              |                             |              |
| Cash and Cash Equivalents                   | 7     | 227,471      | 90,200                      | 178,663      |
| Accounts Receivable                         | 8     | 60,838       | 39,565                      | 48,243       |
| Prepayments                                 |       | 10,097       | 9,932                       | 5,586        |
| Inventories                                 | 9     | -            | 12                          | 57           |
| Investments                                 | 10    | 158,799      | 127,497                     | 137,766      |
| Funds Receivable for Capital Works Projects | 16    | -            | -                           | 10,267       |
|                                             |       | 457,205      | 267,206                     | 380,582      |
| <b>Current Liabilities</b>                  |       |              |                             |              |
| GST Payable                                 |       | 7,410        | 26,888                      | 11,405       |
| Accounts Payable                            | 12    | 125,321      | 52,886                      | 61,018       |
| Revenue Received in Advance                 | 13    | 1,793        | 3,579                       | 3,281        |
| Provision for Cyclical Maintenance          |       | -            | -                           | -            |
| Finance Lease Liability                     | 15    | 2,498        | 3,114                       | 2,292        |
| Funds held for Capital Works Projects       | 16    | 60,679       | -                           | 104,287      |
|                                             |       | 197,701      | 86,467                      | 182,283      |
| <b>Working Capital Surplus/(Deficit)</b>    |       | 259,504      | 180,739                     | 198,299      |
| <b>Non-current Assets</b>                   |       |              |                             |              |
| Property, Plant and Equipment               | 11    | 158,880      | 150,349                     | 170,730      |
|                                             |       | 158,880      | 150,349                     | 170,730      |
| <b>Non-current Liabilities</b>              |       |              |                             |              |
| Provision for Cyclical Maintenance          | 14    | 63,312       | 54,265                      | 52,903       |
| Finance Lease Liability                     | 15    | 3,662        | 2,562                       | 1,506        |
|                                             |       | 66,974       | 56,827                      | 54,409       |
| <b>Net Assets</b>                           |       | 351,410      | 274,261                     | 314,620      |
| <b>Equity</b>                               |       | 351,410      | 274,261                     | 314,620      |

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

**Glen Oroua School**  
**Statement of Cash Flows**  
For the year ended 31 December 2024

|                                                             |          | 2024            | 2024                        | 2023            |
|-------------------------------------------------------------|----------|-----------------|-----------------------------|-----------------|
|                                                             | Note     | Actual<br>\$    | Budget<br>(Unaudited)<br>\$ | Actual<br>\$    |
| <b>Cash flows from Operating Activities</b>                 |          |                 |                             |                 |
| Government Grants                                           |          | 207,772         | 190,850                     | 202,070         |
| Locally Raised Funds                                        |          | 45,309          | 9,537                       | 46,551          |
| Goods and Services Tax (net)                                |          | (3,995)         | -                           | (15,483)        |
| Payments to Employees                                       |          | (139,105)       | (124,275)                   | (147,320)       |
| Payments to Suppliers                                       |          | (65,481)        | (234,845)                   | (75,591)        |
| Interest Paid                                               |          | (640)           | (336)                       | (787)           |
| Interest Received                                           |          | 12,145          | 5,000                       | 9,088           |
| <b>Net cash from/(to) Operating Activities</b>              |          | <b>56,005</b>   | <b>(154,069)</b>            | <b>18,528</b>   |
| <b>Cash flows from Investing Activities</b>                 |          |                 |                             |                 |
| Purchase of Property Plant & Equipment (and Intangibles)    |          | (4,947)         | (8,329)                     | (22,868)        |
| Purchase of Investments                                     |          | (21,033)        | -                           | (10,269)        |
| <b>Net cash from/(to) Investing Activities</b>              |          | <b>(25,980)</b> | <b>(8,329)</b>              | <b>(33,137)</b> |
| <b>Cash flows from Financing Activities</b>                 |          |                 |                             |                 |
| Furniture and Equipment Grant                               |          | 3,762           | -                           | -               |
| Finance Lease Payments                                      |          | (1,639)         | (2,692)                     | (2,075)         |
| Funds Administered on Behalf of Other Parties               |          | 16,660          | -                           | (59,943)        |
| <b>Net cash from/(to) Financing Activities</b>              |          | <b>18,783</b>   | <b>(2,692)</b>              | <b>(62,018)</b> |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>48,808</b>   | <b>(165,090)</b>            | <b>(76,627)</b> |
| Cash and cash equivalents at the beginning of the year      | 7        | 178,663         | 255,290                     | 255,290         |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>7</b> | <b>227,471</b>  | <b>90,200</b>               | <b>178,663</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.

## **Glen Oroua School**

### **Notes to the Financial Statements**

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

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

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

Glen Oroua School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

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

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

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

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Cyclical maintenance**

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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

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

##### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

##### *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 School Lunches. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **i) Investments**

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

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

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

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

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

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

#### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

|                                          |                         |
|------------------------------------------|-------------------------|
| Building Improvements                    | 10-40 years             |
| Furniture and Equipment                  | 4-15 years              |
| Information and Communication Technology | 5 years                 |
| Library Resources                        | 12.5% Diminishing value |
| Leased Assets held under a Finance Lease | Term of Lease           |

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

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

#### *Non cash generating assets*

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

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

**n) Revenue Received in Advance**

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

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

**o) Funds Held in Trust**

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

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

**p) Funds held for Capital works**

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

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

**q) Shared Funds**

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

**r) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 10 to 15 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, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**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          |
| Other Government Grants                   |

| 2024    | 2024        | 2023    |
|---------|-------------|---------|
| Actual  | Budget      | Actual  |
| \$      | (Unaudited) | \$      |
| 235,564 | 192,165     | 201,192 |
| 518,785 | 442,662     | 495,062 |
| 130,786 | 86,096      | 115,923 |
| -       | -           | 5,090   |
| 685,135 | 720,923     | 817,267 |

## 3. Locally Raised Funds

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

### Revenue

|                                      |
|--------------------------------------|
| Donations and Bequests               |
| Fees for Extra Curricular Activities |
| Trading                              |
| Fundraising and Community Grants     |

| 2024   | 2024        | 2023   |
|--------|-------------|--------|
| Actual | Budget      | Actual |
| \$     | (Unaudited) | \$     |
| 35,455 | 5,916       | 32,663 |
| 3,720  | 1,350       | 5,021  |
| 50     | -           | 331    |
| 8,509  | 2,269       | 14,110 |
| 47,734 | 9,537       | 52,125 |

### Expense

|                                       |
|---------------------------------------|
| Extra Curricular Activities Costs     |
| Trading                               |
| Fundraising and Community Grant Costs |

| 2024   | 2024        | 2023   |
|--------|-------------|--------|
| Actual | Budget      | Actual |
| \$     | (Unaudited) | \$     |
| 486    | -           | 3,446  |
| 57     | -           | 202    |
| -      | -           | 6,353  |
| 543    | -           | 10,001 |
| 47,191 | 9,537       | 42,124 |

*Surplus for the year Locally Raised Funds*

## 4. Learning Resources

|                              |
|------------------------------|
| Curricular                   |
| Employee Benefits - Salaries |
| Staff Development            |
| Depreciation                 |
| Other Learning Resources     |

| 2024    | 2024        | 2023    |
|---------|-------------|---------|
| Actual  | Budget      | Actual  |
| \$      | (Unaudited) | \$      |
| 17,777  | 17,070      | 23,398  |
| 623,767 | 515,499     | 595,346 |
| 1,931   | 6,500       | 5,141   |
| 28,327  | 24,617      | 26,323  |
| -       | 160         | 71      |
| 671,802 | 563,846     | 650,279 |

## 5. Administration

|                                                |
|------------------------------------------------|
| Audit Fees                                     |
| Board Fees and Expenses                        |
| Other Administration Expenses                  |
| Employee Benefits - Salaries                   |
| Insurance                                      |
| Service Providers, Contractors and Consultancy |

| 2024   | 2024        | 2023   |
|--------|-------------|--------|
| Actual | Budget      | Actual |
| \$     | (Unaudited) | \$     |
| 7,308  | 4,000       | 4,078  |
| 5,355  | 6,750       | 5,627  |
| 9,552  | 10,650      | 8,693  |
| 54,490 | 51,438      | 52,636 |
| 3,959  | 3,000       | 3,721  |
| 7,200  | 6,600       | 6,600  |
| 87,864 | 82,438      | 81,555 |

## 6. Property

|                           | 2024           | 2024                  | 2023           |
|---------------------------|----------------|-----------------------|----------------|
|                           | Actual         | Budget<br>(Unaudited) | Actual         |
|                           | \$             | \$                    | \$             |
| Cyclical Maintenance      | 10,409         | 7,533                 | 12,704         |
| Heat, Light and Water     | 5,787          | 6,800                 | 5,772          |
| Repairs and Maintenance   | 5,387          | 7,350                 | 6,655          |
| Use of Land and Buildings | 130,786        | 86,096                | 115,923        |
| Other Property Expenses   | 4,063          | 4,300                 | 3,297          |
|                           | <u>156,432</u> | <u>112,079</u>        | <u>144,351</u> |

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

## 7. Cash and Cash Equivalents

|                                                       | 2024           | 2024                  | 2023           |
|-------------------------------------------------------|----------------|-----------------------|----------------|
|                                                       | Actual         | Budget<br>(Unaudited) | Actual         |
|                                                       | \$             | \$                    | \$             |
| Bank Accounts                                         | 227,471        | 90,200                | 178,663        |
| Cash and cash equivalents for Statement of Cash Flows | <u>227,471</u> | <u>90,200</u>         | <u>178,663</u> |

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

Of the \$227,471 Cash and Cash Equivalents, \$60,679 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 \$227,471 Cash and Cash Equivalents, \$1,793 of Revenue Received in Advance is held by the school, as disclosed in note 13.

## 8. Accounts Receivable

|                                            | 2024          | 2024                  | 2023          |
|--------------------------------------------|---------------|-----------------------|---------------|
|                                            | Actual        | Budget<br>(Unaudited) | Actual        |
|                                            | \$            | \$                    | \$            |
| Receivables                                | 1,043         | 5                     | -             |
| Receivables from the Ministry of Education | 3,253         | -                     | 3,376         |
| Interest Receivable                        | -             | -                     | 1,332         |
| Teacher Salaries Grant Receivable          | 56,542        | 39,560                | 43,535        |
|                                            | <u>60,838</u> | <u>39,565</u>         | <u>48,243</u> |
| Receivables from Exchange Transactions     | 1,043         | 5                     | 1,332         |
| Receivables from Non-Exchange Transactions | 59,795        | 39,560                | 48,911        |
|                                            | <u>60,838</u> | <u>39,565</u>         | <u>48,243</u> |

## 9. Inventories

|                | 2024     | 2024                  | 2023      |
|----------------|----------|-----------------------|-----------|
|                | Actual   | Budget<br>(Unaudited) | Actual    |
|                | \$       | \$                    | \$        |
| School Lunches | -        | 12                    | 57        |
|                | <u>-</u> | <u>12</u>             | <u>57</u> |

## 10. Investments

The School's investment activities are classified as follows:

|                          | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            |                      |                                     |                      |
| Short-term Bank Deposits | 158,799              | 127,497                             | 137,766              |
| <b>Total Investments</b> | <b>158,799</b>       | <b>127,497</b>                      | <b>137,766</b>       |

## 11. Property, Plant and Equipment

|                                          | Opening<br>Balance<br>(NBV)<br>\$ | Additions<br>\$ | Disposals<br>\$ | Impairment<br>\$ | Depreciation<br>\$ | Total (NBV)<br>\$ |
|------------------------------------------|-----------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| <b>2024</b>                              |                                   |                 |                 |                  |                    |                   |
| Building Improvements                    | 86,769                            | -               | -               | -                | (8,782)            | 77,987            |
| Furniture and Equipment                  | 51,187                            | 1,335           | -               | -                | (7,393)            | 45,129            |
| Information and Communication Technology | 26,216                            | 9,820           | -               | -                | (8,550)            | 27,486            |
| Leased Assets                            | 3,618                             | 5,322           | -               | -                | (3,235)            | 5,705             |
| Library Resources                        | 2,940                             | -               | -               | -                | (367)              | 2,573             |
|                                          | <b>170,730</b>                    | <b>16,477</b>   | <b>-</b>        | <b>-</b>         | <b>(28,327)</b>    | <b>158,880</b>    |

The net carrying value of equipment held under a finance lease is \$5,705 (2023: \$3,618)

### 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<br>Cost or<br>Valuation<br>\$ | 2024<br>Accumulated<br>Depreciation<br>\$ | 2024<br>Net Book<br>Value<br>\$ | 2023<br>Cost or<br>Valuation<br>\$ | 2023<br>Accumulated<br>Depreciation<br>\$ | 2023<br>Net Book<br>Value<br>\$ |
|------------------------------------------|------------------------------------|-------------------------------------------|---------------------------------|------------------------------------|-------------------------------------------|---------------------------------|
| Building Improvements                    | 202,886                            | (124,899)                                 | 77,987                          | 202,886                            | (116,117)                                 | 86,769                          |
| Furniture and Equipment                  | 140,743                            | (95,614)                                  | 45,129                          | 139,409                            | (88,222)                                  | 51,187                          |
| Information and Communication Technology | 85,118                             | (57,632)                                  | 27,486                          | 75,298                             | (49,082)                                  | 26,216                          |
| Leased Assets                            | 9,650                              | (3,945)                                   | 5,705                           | 10,821                             | (7,203)                                   | 3,618                           |
| Library Resources                        | 21,700                             | (19,127)                                  | 2,573                           | 21,700                             | (18,760)                                  | 2,940                           |
|                                          | <b>460,097</b>                     | <b>(301,217)</b>                          | <b>158,880</b>                  | <b>450,114</b>                     | <b>(279,384)</b>                          | <b>170,730</b>                  |

## 12. Accounts Payable

|                                                                         | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Creditors                                                               | 57,529               | 8,260                               | 8,001                |
| Accruals                                                                | 7,308                | 2,842                               | 6,333                |
| Employee Entitlements - Salaries                                        | 56,542               | 39,560                              | 43,535               |
| Employee Entitlements - Leave Accrual                                   | 3,942                | 2,224                               | 3,149                |
|                                                                         | <b>125,321</b>       | <b>52,886</b>                       | <b>61,018</b>        |
| Payables for Exchange Transactions                                      | 125,321              | 52,886                              | 61,018               |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | -                    | -                                   | -                    |
| Payables for Non-exchange Transactions - Other                          | -                    | -                                   | -                    |
|                                                                         | <b>125,321</b>       | <b>52,886</b>                       | <b>61,018</b>        |

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

|                                           | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------------------------|----------------------|-------------------------------------|----------------------|
| Other Revenue in Advance                  | 792                  | -                                   | -                    |
| Revenue in Advance - Grants               | -                    | 3,579                               | -                    |
| Grants in Advance - Ministry of Education | 1,001                | -                                   | 3,281                |
|                                           | <u>1,793</u>         | <u>3,579</u>                        | <u>3,281</u>         |

### 14. Provision for Cyclical Maintenance

|                                           | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------------------------|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year        | 52,903               | 46,732                              | 40,199               |
| Increase to the Provision During the Year | 7,764                | 7,533                               | 6,532                |
| Use of the Provision During the Year      | -                    | -                                   | -                    |
| Other Adjustments                         | 2,645                | -                                   | 6,172                |
| Provision at the End of the Year          | <u>63,312</u>        | <u>54,265</u>                       | <u>52,903</u>        |
| Cyclical Maintenance - Current            | -                    | -                                   | -                    |
| Cyclical Maintenance - Non current        | 63,312               | 54,265                              | 52,903               |
|                                           | <u>63,312</u>        | <u>54,265</u>                       | <u>52,903</u>        |

The School's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan and painting contract.

### 15. Finance Lease Liability

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

|                                                  | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--------------------------------------------------|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 2,940                | 3,114                               | 2,708                |
| Later than One Year and no Later than Five Years | 4,040                | 2,562                               | 1,603                |
| Future Finance Charges                           | (820)                | -                                   | (513)                |
|                                                  | <u>6,160</u>         | <u>5,676</u>                        | <u>3,798</u>         |
| <b>Represented by</b>                            |                      |                                     |                      |
| Finance lease liability - Current                | 2,498                | 3,114                               | 2,292                |
| Finance lease liability - Non current            | 3,662                | 2,562                               | 1,506                |
|                                                  | <u>6,160</u>         | <u>5,676</u>                        | <u>3,798</u>         |

## 16. 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 |
|------------------------------------------|------|-------------|------------------|-------------------|-----------|---------------------|------------------|
|                                          |      |             | \$               | \$                | \$        |                     | \$               |
| Non Classroom Teaching Space             |      | 217523      | 12,232           | -                 | (6,924)   | -                   | 5,308            |
| Extension to existing library            |      | 238825      | (10,267)         | 316,158           | (252,321) | -                   | 53,570           |
| AMS Combined 1 New Outdoor Learning Env. |      | 231687      | 92,055           | -                 | (90,254)  | -                   | 1,801            |
| Totals                                   |      |             | 94,020           | 316,158           | (349,499) | -                   | 60,679           |

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

60,679

-

|                                          | 2023 | Project No. | Opening Balances | Receipts from MoE | Payments  | Board Contributions | Closing Balances |
|------------------------------------------|------|-------------|------------------|-------------------|-----------|---------------------|------------------|
|                                          |      |             | \$               | \$                | \$        |                     | \$               |
| Non Classroom Teaching Space             |      | 217523      | 146,878          | -                 | (134,646) | -                   | 12,232           |
| Roof Replacement & Remediation Block 1   |      | 231685      | 1,500            | -                 | (1,500)   | -                   | -                |
| Extension to existing library            |      | 238825      | -                | -                 | (10,267)  | -                   | (10,267)         |
| AMS Combined 1 New Outdoor Learning Env. |      | 231687      | -                | 95,351            | (3,296)   | -                   | 92,055           |
| Totals                                   |      |             | 148,378          | 95,351            | (149,709) | -                   | 94,020           |

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

104,287

(10,267)

## 17. 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.

## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, and the Principal.

|                                             | 2024<br>Actual<br>\$ | 2023<br>Actual<br>\$ |
|---------------------------------------------|----------------------|----------------------|
| Board Members<br>Remuneration               | 3,185                | 3,260                |
| Leadership Team<br>Remuneration             | 125,856              | 120,073              |
| Full-time equivalent members                | 1.00                 | 1.00                 |
| Total key management personnel remuneration | 129,041              | 123,333              |

There are 6 members of the Board excluding the Principal. 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<br>Actual<br>\$000 | 2023<br>Actual<br>\$000 |
|--------------------------------------------------|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 120 - 130               | 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<br>\$000 | 2024<br>FTE Number | 2023<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110             | 2.00               | 1.00               |
|                       | 2.00               | 1.00               |

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

## 19. 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<br>Actual<br>\$0 | 2023<br>Actual<br>\$0 |
|---------------------------|-----------------------|-----------------------|
| Total<br>Number of People | 0                     | 0                     |

## 20. 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.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$179,588 (2023: \$479,774) as a result of entering the following contracts:

| Contract Name                                   | Remaining<br>Capital<br>Commitment<br>\$ |
|-------------------------------------------------|------------------------------------------|
| Non Classroom Teaching Space                    | 43,308                                   |
| Extension to existing library                   | 106,479                                  |
| AMS Combined 1 New Outdoor Learning Environment | 29,801                                   |
| <b>Total</b>                                    | <b>179,588</b>                           |

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

### (b) Operating Commitments

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

## 22. 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<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|---------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents                         | 227,471              | 90,200                              | 178,663              |
| Receivables                                       | 60,838               | 39,565                              | 48,243               |
| Investments - Term Deposits                       | 158,799              | 127,497                             | 137,766              |
| Total financial assets measured at amortised cost | 447,108              | 257,262                             | 364,672              |

### Financial liabilities measured at amortised cost

|                                                        |         |        |        |
|--------------------------------------------------------|---------|--------|--------|
| Payables                                               | 125,321 | 52,886 | 61,018 |
| Finance Leases                                         | 6,160   | 5,676  | 3,798  |
| Total financial liabilities measured at amortised cost | 131,481 | 58,562 | 64,816 |

## 23. Events After Balance Date

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

## 24. Comparatives

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

## Glen Oroua School

### Members of the Board

| Name               | Position              | How<br>Position<br>Gained | Term<br>Expired/<br>Expires |
|--------------------|-----------------------|---------------------------|-----------------------------|
| Andrew Pedley      | Presiding Member      | Elected                   | Sep 2025                    |
| Francie Carroll    | Principal             | ex Officio                |                             |
| Cassandra McTavish | Parent Representative | Elected                   | Sep 2025                    |
| Kieran Finnigan    | Parent Representative | Elected                   | Dec 2026                    |
| Dax Harris         | Parent Representative | Elected                   | Dec 2026                    |
| Nigel Will         | Parent Representative | Elected                   | Sep 2025                    |
| Shayna Crawford    | Staff Representative  | Elected                   | Sep 2025                    |

## Glen Oroua School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$1,183 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Glen Oroua 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.



## Glen Oroua School Annual Report 2024

### Statement of Variance: Progress Against Targets

#### Strategic Goal 1: Students are learning to their potential

**Annual Target/Goal:** Target literacy students will make progress of more than one year in reading and writing

Target maths students will make progress of more than one year

Target students across school will make progress of more than one year in surface features of writing

50% of Year 5-8 students at Level 2 of NZCER Te Reo Assessment by end of year.

| Actions                                                                                                                                                                                                                                                                                                                                                         | What did we achieve?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence                                                                                                                                                                      | Reasons for any variances between the target and the outcomes                                                                                                                                                                                                                                                                     | Planning for next year – where to next?                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1st year of MoE Accelerating Learning in Literacy (ALL) programme to target a group of students in Tupu (Term 2-4)</p> <p>Implement actions &amp; monitor progress</p>                                                                                                                                                                                       | <p>All students in the target group made progress of one year (but not more than one year) in Writing. Students made up to 0.5 years progress in Reading, and up to 1 years progress in Spelling. Teacher increasingly confident in using structured literacy approach and identified pros and cons of using the iDeal platform, in comparison to current processes</p>                                                                                                                             | <p>Achievement &amp; Progress data in Reading, and Surface &amp; Deeper Features of Writing.</p>                                                                              | <p>A growing understanding of these young learners identifies that some have wider learning needs than what was within the scope of this programme. Some other high needs in the class required intensive teacher time.</p>                                                                                                       | <p>Structured Literacy Support funded for 2025 with 1:1/2 teacher support. Teacher will continue to implement strategies learned from Accelerating Literacy Learners, although programme has been reduced to only being one year long now. Referrals for additional support from RTLB/MoE as needed.</p> |
| <p>Begin 1st year of MoE Accelerating Learning in Maths (ALIM) programme to target a group of students in Māhuri (Term 2-4)</p> <p>Implement actions &amp; monitor progress</p>                                                                                                                                                                                 | <p>40% of students in this group made 2 years (accelerated) progress in Mathematics, with half of these comfortably working where we would like them to for their year level. 40% of students made 1 year's progress (expected annual progress), and 1 student made 0.5 years' progress.</p>                                                                                                                                                                                                        | <p>Achievement &amp; Progress data in Mathematics.</p>                                                                                                                        | <p>Content of ALIM programme was considered best practice for Maths teaching, rather than an accelerative programme by both teacher &amp; principal.</p>                                                                                                                                                                          | <p>Looking into alternative options for an accelerative programme. Spring into Maths the likely option, perhaps with referral through RTLB service to fund training and resources.</p>                                                                                                                   |
| <p>Learner progressions are relevant and clear</p> <p>3 teachers are progressing onto next level in Semester 1</p> <p>1 teacher starting Te Ahu in Semester 2</p> <p>New progression &amp; teaching resource being used across classes</p> <p>1 hour a week of te reo teaching/learning</p> <p>Tammy discussion of suitability of progressions and lessons.</p> | <p>25% of target students made 2 years (accelerated) progress, 55% made 1 year (expected) progress, &amp; 20% made no measurable progress between levels.</p> <p>3 teachers participated in the Semester 1 course with 2 completing this.</p> <p>2 students across our Year 4-8 working at Level 3 of curriculum in Te Reo. It is a first for us to have any working at Level 3.</p> <p>28% of Year 5-8 students working at Level 2 for Te Reo at end of year. At mid year 42% were at Level 2.</p> | <p>Refreshed surface feature and deeper feature matrices/ learner progression</p> <p>Teachers graduating from courses</p> <p>Achievement targets and data in Te Reo Māori</p> | <p>This work on learner progressions was put on pause while we awaited the refreshed curriculum which came out in November.</p> <p>With kaiako who are not fluent in te reo, it is possible that the removal of external support for kaiako development impacts on the quality and consistency of te reo learning for ākonga.</p> | <p>This will become a piece of work for 2025.</p> <p>We will begin a schoolwide approach in 2025. Te Puna Reo Māori has a weekly kaiako learning component alongside a connected teaching and learning component for ākonga.</p>                                                                         |

# Glen Oroua School Annual Report 2024



## Strategic Goal 2: We have a broad curriculum that reflects our community

| Annual Target/Goal: Localised curriculum published on school website                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                | What did we achieve?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reasons for any variances between the target and the outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Planning for next year – where to next?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p>-Focus area at teaching team hui to connect local curriculum with Te Mātaiao, our practice, and people and places in our community</p> <p>-Teaching team engage in Mātauranga Māori PLD through Kāhui Ako, record development as part of local curriculum</p> <p>-Unpack English &amp; Maths phases against our own progressions</p> <p>-Familiarise with &amp; begin to use the Understand, Know, Do (UKD) format</p> <p>- Develop and document connections between local curriculum, Enviroschools, Mātauranga Māori and Te Mātaiao</p> | <p>The first 6 months of the year saw an intensive learning period around Mātauranga Māori, and the staff are increasingly seeing the connection between this, Enviroschools and our vision for our students to be Kaitiaki for our Community, and this can be seen in the planning, students' understandings, and in our classrooms.</p> <p>As above, the later release of the refreshed curriculum has impacted and delayed our work with our progressions in English &amp; Mathematics. We began interaction with the refreshed Maths curriculum at our teacher only day in November.</p> <p>A year of whānau challenges for our staff has meant that well-being needed to be the priority when it came to completing the documentation and publishing our local curriculum.</p> | <p>Continue to grow learning and connections in the mātauranga Māori space - personal and curricula - for kaitiaki. We will be able to continue to access development for this through our Kāhui Ako.</p> <p>This will become mahi for 2025, alongside Ministry of Education professional development on the refreshed Maths curriculum which we will be completing alongside our other cluster schools. We will also be using the Numicon resources to add our Maths curriculum and this will become a part of our progression also.</p> <p>We will have our local curriculum published by the middle of 2025.</p> | <p>Localised curriculum published on school website</p> <p>Planning reflects Mātauranga Māori</p> <p>Teaching team clear on what and why we teach what we do here - reflected in planning</p> <p>Student voice</p> <p>Taku Rau perception survey</p> <p>Planning and progressions in Maths &amp; English reflect the refreshed curriculum.</p> | <p>A number of areas of local curriculum made focussed on at hui.</p> <p>A variety of opportunities - through our Kāhui Ako, Te Manawa and Manawatu based facilitators - has seen our staff involved and developing local Mātauranga Māori knowledge. Staff have grown relationships with people within our local iwi who are prepared to work with our kura. This is ongoing learning and connection which to be effective needs to continue in a long term manner.</p> <p>English &amp; Maths refreshed phases not released until Term 4, 2024 - later than originally expected</p> <p>Using UKD format for school-wide inquiry planning - own learning around this was backed up by a Ministry-led teacher only day on this.</p> <p>This is yet to be recorded as part of local curriculum, and published.</p> |  |



## Glen Oroua School Annual Report 2024

### Strategic Goal 3: The whole child is nurtured

| Annual Target/Goal: Wellbeing Survey indicators:<br>Our school values are important to everybody - Increase to 50% strongly agreeing with this indicator<br>Teachers are interested in my culture or family background - Increase to 90% agree or strongly agree with this indicator                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evidence                                                                                                    |                                                                                                                                                                                                                                                                                    | Planning for next year – where to next?                                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| What did we achieve?                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reasons for any variances between the target and the outcomes                                               |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                         |  |
| <p>Students will see themselves in our kura:<br/>Ko wai au? Who am I? Is our big idea for Term 1/2<br/>Unpack Guide to Inclusive Culture with teaching team<br/>Intentionally celebrate a wider range of student successes and publicise this through usual channels.<br/>Analysis of types of activities available to students</p>       | <p>84% of students agree or strongly agree that 'teachers are interested in my culture or family background' from the Wellbeing@School survey, heading towards our 2024 target of 90% (and up from 74% last year).<br/>The respect for culture domain was the highest it has been since we started using the survey in 2021, at 78.5%.<br/>Our GRIT values were used as a focus for celebrating student successes which are accessible for all students.<br/>A wide range of activities are available to our students in the co and extra-curricular spaces, with our Enviro work, playground equipment, and cluster engagements adding to this, and diversifying as time goes on.</p> | <p>Wellbeing@School survey indicator comparison</p>                                                         | <p>There was a good improvement in the 4 months from the start of this mahi to the Wellbeing Survey measure in June. Seeing the results following a full year will be useful.</p>                                                                                                  | <p>Develop student leadership further with the growth of our Enviro Teams.<br/><br/>Continue to seek student voice through the Wellbeing@School survey and Taku Rao perception survey, and other ways where relevant.</p>                               |  |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                             |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                         |  |
| <p>Our school's values are important to everybody:<br/>Schoolwide weekly focus on an aspect of one of GRIT values.<br/>Tukana-Teina time introduced for reading<br/>GRIT values used in celebrating and restoring behaviour<br/>Develop tikanga for regular practices at our kura.<br/>Update our exterior values list to GRIT values</p> | <p>The Wellbeing@School survey showed our students view our pro-social culture at 69.8% - the highest it's been since we began the survey in 2021. Indicator 'Our School Values are important to everybody' was agreed on by 76% of students surveyed, but only 27% strongly agreeing as per our target.<br/>Our GRIT values were intentionally taught throughout the year with a weekly school wide focus.<br/>Our updated values signage is waiting on funding to progress.</p>                                                                                                                                                                                                      | <p>Wellbeing survey indicators<br/>Documentation supports weekly focus<br/><br/>Updated values signage.</p> | <p>Again, it will be useful to see where the results of the values indicator sit in June 2025, after a full 12/15 months of having a weekly GRIT focus. The trends of these results are positive for a measure that was only taken 4 months into the students starting school.</p> | <p>Continue to explicitly teach, celebrate, and restore behaviour based on our school GRIT values<br/><br/>Continue to use the Wellbeing Survey as a measure of student perception.<br/><br/>Look for other ways to give mana to our school values.</p> |  |



## Glen Oroua School Annual Report 2024

### Evaluation & Analysis of Students' Progress & Achievement

| End of Term 4, 2024<br>Compared to End of Year<br>Expectation | Well Below |    | Below |     | At |     | Above |     | Below & Well-Below |     | At & Above |     |
|---------------------------------------------------------------|------------|----|-------|-----|----|-----|-------|-----|--------------------|-----|------------|-----|
|                                                               | #          | %  | #     | %   | #  | %   | #     | %   | #                  | %   | #          | %   |
| Mathematics                                                   | 6          | 8% | 13    | 18% | 49 | 69% | 3     | 4%  | 19                 | 26% | 52         | 73% |
| Reading                                                       | 0          | 0% | 10    | 14% | 53 | 75% | 8     | 11% | 10                 | 14% | 61         | 86% |
| Writing – Surface                                             | 5          | 7% | 21    | 30% | 43 | 61% | 2     | 3%  | 26                 | 37% | 45         | 64% |
| Writing - Deeper                                              | 4          | 6% | 12    | 17% | 54 | 76% | 1     | 1%  | 16                 | 23% | 55         | 77% |

### Te Reo Māori Language Learning

| End of Term 4<br>Compared to end of year<br>expectation | Below |     | At |     | Above |    | End of Term 2<br>Compared to end of year<br>expectation | Below |     | At |      |
|---------------------------------------------------------|-------|-----|----|-----|-------|----|---------------------------------------------------------|-------|-----|----|------|
|                                                         | #     | %   | #  | %   | #     | %  |                                                         | #     | %   | #  | %    |
| All students                                            | 23    | 53% | 17 | 40% | 3     | 7% | All students                                            | 18    | 45% | 22 | 55%  |
| Level 1 expectation (Y4)                                | 0     | 0%  | 10 | 91% | 1     | 9% | Level 1 expectation (Y4)                                | 0     | 0%  | 9  | 100% |
| Level 2 expectation (Y5-8)                              | 23    | 72% | 7  | 22% | 2     | 6% | Level 2 expectation (Y5-8)                              | 18    | 58% | 13 | 42%  |

The data shows us there has been some good progress since the middle of the year analysis, resulting in data that is fairly similar to the end of 2023.

Our Reading results continue to show that our reading programmes are serving our students well. Of those below in Reading, 6 are just one level (about 6 months) behind and 3 are English language learners. It is also positive to see increased numbers of students who are above our expectation - that means they are working two years above the expectation for their year level. It would be great to see our percentage of students achieving at or above in Reading over 90%, and the combination of our teaching and support staff becoming increasingly competent with structured literacy, access to support for ELL and additional hours for Structured Literacy Support this should be achievable.



## Glen Oroua School Annual Report 2024

**Mathematics.** Our priority learners in Maths are spread across the year levels, with persistent difficulty being shown by a few. We are keen to find a strategy for accelerating progress in Maths that works as effectively as our ability to do so in Reading. The ALJM (Accelerating Learning in Mathematics) programme that one teacher was involved in this year did not have the acceleration strategies we hoped would be learned, instead focusing on best practices for Maths teaching. The students involved in this have made progress, but not at the accelerated rates we would have liked to have seen.

**Writing** - A group of our senior writers have recently gained access to assistive technology to help overcome some of their challenges and enable more accurate writing - this directly impacts the surface features aspect of writing, and also, but in a more subtle manner, the deeper features also. We have a group of English language learners who are new to our school this year, whose abilities in oral and written literacy are currently developing. The structured literacy approach along with specific strategies for English language learners will hasten this development. Having funding for 2025 for structured literacy support will also enhance support for our literacy learners with the highest needs.

**Te Reo Māori** - We were very pleased to see that two of our learners have progressed to Level 3 for Te Reo Māori! There isn't, however, the overall progress we would like to see in this area, and although it has been excellent for personal development, the Te Aho o Te Reo Māori course that 3 of our teachers have been working with, was not tightly connected to our school curriculum, and used different strategies to teach and a different progression than the curriculum we have. While it is excellent for our kaiako/teachers to have knowledge about a curriculum area that is different or broader than what they are teaching, our skillset in what we are teaching our tamariki needs to be the priority - to enable these skills to be passed on to our learners.

| Student Progress 2024 |                  |                                                                                  | Priority Students           |                                                                |                                          |                           |                                                        |
|-----------------------|------------------|----------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------|------------------------------------------|---------------------------|--------------------------------------------------------|
|                       |                  | Number of total students who have made measurable progress across course of year | Number of Priority Students | Made no movement/or only progressed within current stage/level | Made some movement between levels/stages | Moved to 'at expectation' | Number of priority students 1 level behind expectation |
| Reading               |                  | 65/68                                                                            | 11                          | 1                                                              | 10                                       | 6                         | 2                                                      |
| Writing               | Surface Features | 56/68                                                                            | 21                          | 4                                                              | 17                                       | 4                         | 17                                                     |
|                       | Deeper Features  | 56/68                                                                            | 8                           | 1                                                              | 7                                        | 4                         | 2                                                      |
| Maths                 |                  | 55/68                                                                            | 13                          | 4                                                              | 9                                        | 1                         | 7                                                      |

It is excellent to have 15 priority students having moved to 'at expectation' in a subject area across this year. Those that have not moved any levels, are of course, of concern. The 4 who hadn't progressed across levels in Surface Features had progressed in Deeper Features and vice versa. All students made progress in at least one area.



## Glen Oroua School Annual Report 2024

It is promising to see that the area with the least students at our expectation for their year level (Surface Features of writing), has the most students who are currently in the level behind where they would ideally be. This suggests that it is not a difficulty of students falling further and further behind, more that their trajectory is not as quick as we would like it.

### Our Broad Curriculum

The Enviroschools kaupapa continues to be a source of motivation, involvement and enjoyment by students and staff alike at our kura, leading to the development of not only knowledge and skills, but also mana as students and staff are empowered to take actions towards creating a more sustainable school for us to enjoy as a community.

We were proud to celebrate the work we have done in this space since 2021 with our Bronze Reflection Day in Term 1. This was shared entirely by the students who are the experts and leaders of these different projects, and a number of these ākonga made up our Inaugural Green Team in 2024. They selected foci from our Enviro Vision to work towards, along with identifying issues around our kura that needed to be addressed. At times the students worked on these themselves, but always aimed to draw in other students and whānau where possible. Classes are currently holding their own Enviro time, where it fits in with their projects and programmes, but Enviroschool kaupapa have been integrated as one of the main foci of our school-wide planning throughout the year. An end of year visit to Manchester Street School by the Green Team and staff (who were the first Enviroschool in our area, and 20+ years on), have inspired us to hold a termly Enviro-Action Day in 2025, and expand our Green Team into further teams to develop the kaupapa and student agency even further in our kura.

We held a **performing arts focussed** production in Term 2, involving all of our ākonga, called 'The Stars of Matariki' which included learnings about Matariki, life on the marae, and pōwhiri processes, alongside dramatic and performance techniques, and the key competency of managing ourselves in preparation for a 'show' with a very real audience. There was an opportunity here for students to work to, or develop their strengths, in a range of areas whether it be prop or creative design, singing, acting, public speaking and as stage crew.

Our broad curriculum tends to be cross-curricular like the production mentioned above, allowing students to maximise the learning gained from a topic, and to create time to access the curriculum more widely, and make connections between the different learning areas: the arts, health & physical education, learning languages, social sciences, mathematics and English.

We have worked consistently on developing what our **school values** look like on a day to day basis with our weekly GRIT focus, and shared these challenges with the school community as appropriate. Our GRIT values have regularly been part of the language around celebrating and restoring behaviour as the weekly focus has brought this to the fore. Term Four saw us awarding a daily GRIT certificate to further celebrate our values being 'lived' by ākonga at school. Embedding our values has been one aspect of continuing to grow our **restorative practices** this year, which also included developing and refining our GO strategies for responding to behaviours at different levels of escalation, and how we respond to repeated or big behaviours. Our staff continue to become more aligned in philosophy and practice as this professional development continues.

These **broad curriculum** foci of our school enable all of our ākonga to find areas where they can shine or stretch within the safety of the trusting relationships that they hold with the staff and whānau that they are involved with at our kura.



## Glen Oroua School Annual Report 2024

### Giving Effect to Te Tiriti o Waitangi

| From / Murihaki Pānui                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Progress |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Initiative 1: Develop staff and student leadership capability<br>2024 Development: Te Aho o te Reo through teacher involvement, updated learning progression & resources                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| Initiative 2: Develop local curriculum<br>2024 Development: Our curriculum authentically shows our understandings of Mātauranga Māori                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| Initiative 3: Enhance visibility of student culture, language & identity<br>2024 Development: Students will see themselves in our kura. Reduced gap between home and school                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| What                                                                                                                                                                                                                                                | What                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Progress |
| Teachers continue to progress through Te Aho o te Reo Māori levels in Semester 1 & 2. New progression & teaching resources being used across classes, with allocated time for te reo teaching                                                       | 3 teaching staff involved in the programme in Semester 1 with 2 completions. Work & other professional learning commitments have meant that none of our staff are working on Te Aho o te Reo in Semester 2. The commitment to this on top of a full school work load by these staff over the last year to 18 months has been excellent. This programme is no longer funded for teachers in 2025. It is complex learning language in isolation of others, without the ability to practice daily. In 2025 we will move to Te Puna Reo Māori altogether as a kura which is a programme that is directly connected to the work that is done in the classroom.                                                                                                                     |          |
| Teaching team engage in Mātauranga Māori PLD through Kāhui Ako. Record development as part of local curriculum.                                                                                                                                     | A variety of opportunities - through our Kāhui Ako, Te Manawa and Manawātū based facilitators - has seen our staff involved and developing local Mātauranga Māori knowledge. Staff have grown relationships with people within our local iwi who are prepared to work with our kura. Initial contact has been made around marae visit. This is ongoing learning and connection which to be effective needs to continue in a long term manner. This is yet to be recorded as part of our local curriculum.                                                                                                                                                                                                                                                                     |          |
| Ko wai au? Who am I? is our school wide big idea for first half of year. Intentionally celebrate a wider range of student successes. Analysis of types of activities available to students                                                          | From the Wellbeing@School survey completed in June 24, 84% of students agree or strongly agree that 'teachers are interested in my culture or family background', heading towards our 2024 target of 90% above (and up from 74% last year). We have been celebrating successes based on our GRIT values which is accessible to everybody. Students have a wide range of activities available to them in the co and extra-curricular space, with our Enviro work, playground equipment, and cluster engagements adding to this, and diversifying as time goes on.                                                                                                                                                                                                              |          |
| Recognise parent/whānau strengths and invite involvement in school programmes & activities. Actively make connections between home & school within classroom programmes. Keep record of feedback received by all staff throughout year for analysis | There is considerable parent, whānau and community involvement with learning programmes, including some regular, planned involvement which is excellent. There has been growth in all areas of indicators around students' perceptions of Home & School partnerships in the Wellbeing@School survey. Record of feedback being kept, though perceptions can be vastly different between different people which makes seeking themes or trends from that more complex. We have continued to make connections with whānau and classroom or schoolwide programmes where it fits naturally - ie gardening, chick raising, turtles, speeches, art, Rākau students' personal investigations. Buddy reading has brought 3 new community members into our regular programme this year. |          |



## Glen Oroua School Annual Report 2024

### **Other Special or Contestable Funding:**

In 2024, Glen Oroua School received \$6,000 for Principal Wellbeing & Coaching. This was combined with the same amount received in 2023, and used to release the principal from part of their teaching component to allow for more time spent in leadership, and coaching as part of their Principal professional learning group. In Lost Learning Funding targeted at supporting Year 7/8 students in our kura.

The school also received \$880 from the Interim Response Fund, which was used for teacher aide hours in Term 3 to support a student while a MoE Learning Support plan was being created.

### **Kiwisport Funding:**

In 2024, Glen Oroua School received \$1,183.28 in Kiwisport Funding. This was used this year to purchase sports equipment, maintain our school pool, and participate in sporting opportunities to increase students' participation in organised sport.



## Glen Oroua School Annual Report 2024

### Statement of Compliance With Employment Policy

#### Reporting on the Principles of Being a Good Employer

How have you met your obligations to provide good and safe working conditions?

Following health & safety policies, having active and appropriate professional growth cycles in place, encouraging work-life balance, building trusting reciprocal relationships, responding to requests and concerns appropriately.

What is in your equal employment opportunities programme?  
How have you been fulfilling this programme?

Professional Growth Cycles, professional development, availability for concerns to be raised, monitoring programmes through teaching team hui and board reports, maintaining high standards in avoiding discrimination, reviewing employment related policies through SchoolDocs review cycle.  
By working within our annual cycles for all of the above.

How do you practise impartial selection of suitably qualified persons for appointment?

By following our appointment procedure, and appointing the best qualified person for the position. See SchoolDocs.

How are you recognising,

- 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?

By enacting our Te Tiriti o Waitangi policy, and taking active steps through our Strategic Planning to enhance this. See SchoolDocs.

How are you recognising the employment requirements of women?

Through recognising our employees' strengths and areas for development and enhancing these through our professional growth cycles and professional development plans.

How are you recognising the employment requirements of persons with disabilities?

By maintaining clear lines of communication with employees, and maintaining a fair and flexible approach.  
By maintaining clear lines of communication with employees, and maintaining a fair and flexible approach.

#### Reporting on Equal Employment Opportunities (EEO) Programme/Policy

Do you operate an EEO programme/policy?

YES NO

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?

✓