ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	3391
Principal:	Hannah Simpson
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

KAIKŌURA PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Kaikōura Primary 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.

Vicki Gulleford	Hannah Simpson
Full Name of Presiding Member	Full Name of Principal
Signed by: 6AD5F8BE8E17FB83	Signed by: EE1E5FBA064CCCE2
Signature of Presiding Member	Signature of Principal
30 May 2025	30 May 2025
Date:	Date:

Kaikōura Primary School
Members of the Board
For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Vicki Gulleford	Presiding Member	Elected	Aug 2025
Hannah Simpson	Principal	ex Officio	
Corinne Lister	Parent Representative	Elected	May 2024
Sarah Williams	Parent Representative	Elected	Nov 2024
Leanne Taylor	Parent Representative	Elected	Aug 2025
Kelly Addis	Staff Representative	Elected	Aug 2025
Moana Manawatu	Runanga Representative	Co-opted	Aug 2025
James Bishop	Parent Representative	Elected	Aug 2025

Kaikōura Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue				
Government Grants	2	1,801,331	1,436,952	1,711,239
Locally Raised Funds	3	56,329	29,981	94,499
Interest		27,264	6,000	20,611
Total Revenue		1,884,924	1,472,933	1,826,349
Expense				
Locally Raised Funds	3	21,005	19,347	35,623
Learning Resources	4	1,152,825	952,761	1,065,291
Administration	5	108,664	99,133	103,512
Interest		1,184	-	1,278
Property	6	570,679	420,662	545,822
Total Expense		1,854,357	1,491,903	1,751,526
Net Surplus / (Deficit) for the year		30,567	(18,970)	74,823
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		30,567	(18,970)	74,823

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

Kaikōura Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual	2024 Budget (Unaudited)	2023 Actual
		$	$	$
Equity at 1 January		843,506	843,506	761,568
Total comprehensive revenue and expense for the year		30,567	(18,970)	74,823
Contribution - Furniture and Equipment Grant		3,804	-	-
Contribution - Te Mana Tūhono		8,783	-	7,115
Equity at 31 December		886,660	824,536	843,506
Accumulated comprehensive revenue and expense		886,660	824,536	843,506
Equity at 31 December		886,660	824,536	843,506

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.

Kaikōura Primary School
Statement of Financial Position
As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	689,960	211,094	195,889
Accounts Receivable	8	96,044	72,326	72,326
GST Receivable		-	3,770	3,770
Prepayments		7,920	9,272	9,272
Inventories	9	4,459	6,120	6,120
Investments	10	91,206	344,342	344,342
		889,589	646,924	631,719
Current Liabilities				
GST Payable		5,360	-	-
Accounts Payable	12	254,839	84,885	84,885
Revenue Received in Advance	13	210	2,754	2,754
Provision for Cyclical Maintenance	14	-	6,169	-
Finance Lease Liability	15	6,592	6,707	6,707
Funds held for Capital Works Projects	16	84,169	35,107	35,107
Funds Held on Behalf of the RTLit Cluster	17	28,891	25,607	25,607
		380,061	161,229	155,060
Working Capital Surplus		509,528	485,695	476,659
Non-current Assets				
Property, Plant and Equipment	11	465,813	441,986	457,986
		465,813	441,986	457,986
Non-current Liabilities				
Provision for Cyclical Maintenance	14	86,034	98,040	86,034
Finance Lease Liability	15	2,647	5,105	5,105
		88,681	103,145	91,139
Net Assets		886,660	824,536	843,506
Equity		886,660	824,536	843,506

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

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

	Note	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash flows from Operating Activities				
Government Grants		409,073	375,143	398,358
Locally Raised Funds		51,239	27,981	98,857
Goods and Services Tax (net)		9,130	-	(12,305)
Payments to Employees		(287,445)	(242,154)	(239,777)
Payments to Suppliers		(127,559)	(151,765)	(170,068)
Interest Paid		(1,184)	-	(1,278)
Interest Received		26,939	6,000	18,377
Net cash from Operating Activities		80,193	15,205	92,164
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(16,252)	-	(8,096)
Purchase of Investments		-	-	(260,975)
Proceeds from Sale of Investments		253,136	-	-
Net cash from/(to) Investing Activities		236,884	-	(269,071)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,804	-	-
Finance Lease Payments		(5,843)	-	(4,897)
Funds Administered on Behalf of Other Parties		179,033	-	(5,088)
Net cash (to)/from Financing Activities		176,994	-	(9,985)
Net increase/(decrease) in cash and cash equivalents		494,071	15,205	(186,892)
Cash and cash equivalents at the beginning of the year	7	195,889	195,889	382,781
Cash and cash equivalents at the end of the year	7	689,960	211,094	195,889

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.

Kaikōura Primary School
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity
Kaikōura Primary 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.

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

PBE Accounting Standards Reduced Disclosure Regime
The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure 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 whole dollar.

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

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

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

Cyclical Maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 22b.

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

1.3. 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 to which they relate. 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 to which they relate. 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. 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

1.7. 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.

1.8. Inventories
Inventories are consumable items held for sale and comprised of school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

1.9. 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 not trivial.

1.10. 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	40 years
Furniture and equipment	10-20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets
Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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.

1.12. 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.

1.13. 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, 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.

1.14. 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.

1.15. 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.

1.16. 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.

1.17. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.18. Financial Instruments

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	416,764	364,912	395,488
Teachers' Salaries Grants	910,884	766,215	879,226
Use of Land and Buildings Grants	473,683	305,825	436,525
	1,801,331	1,436,952	1,711,239

3. Locally Raised Funds

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue			
Donations and Bequests	16,910	1,050	30,945
Trading	3,900	7,000	14,420
Fundraising and Community Grants	3,017	1,521	1,005
Other Revenue	32,502	20,410	48,129
	56,329	29,981	94,499
Expenses			
Extra Curricular Activities Costs	4,167	4,000	391
Trading	7,466	7,000	17,726
Other Locally Raised Funds Expenditure	9,372	8,347	17,506
	21,005	19,347	35,623
Surplus for the year Locally raised funds	35,324	10,634	58,876

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	41,112	51,802	47,813
Employee Benefits - Salaries	1,077,152	875,538	986,659
Staff Development	2,792	7,421	2,987
Depreciation	31,769	18,000	27,832
	1,152,825	952,761	1,065,291

5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fees	8,168	3,300	3,500
Board Fees and Expenses	2,682	6,704	3,729
Operating Leases	-	1,800	204
Other Administration Expenses	20,998	21,514	24,559
Employee Benefits - Salaries	71,665	60,600	66,517
Insurance	1,746	1,300	1,747
Service Providers, Contractors and Consultancy	3,405	3,915	3,256
	108,664	99,133	103,512

6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cyclical Maintenance	-	18,175	8,415
Heat, Light and Water	7,502	7,500	7,682
Rates	5,839	5,000	4,403
Repairs and Maintenance	2,211	2,412	441
Use of Land and Buildings	473,683	305,825	436,525
Other Property Expenses	26,774	19,750	25,466
Employee Benefits - Salaries	54,670	62,000	62,890
	570,679	420,662	545,822

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

7. Cash and Cash Equivalents

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Bank Accounts	419,839	211,094	195,889
Short-term Bank Deposits	270,121	-	-
Cash and Cash Equivalents for Statement of Cash Flows	689,960	211,094	195,889

Of the $689,960 Cash and Cash Equivalents, $84,169 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 includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the $689,960 Cash and Cash Equivalents, $210 of Other Revenue in Advance is held by the School, as disclosed in note 13.

Of the $689,960 Cash and Cash Equivalents, $28,891 is held by the School on behalf of the RTLit cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	4,455	-	-
Receivables from the Ministry of Education	5,553	831	831
Interest Receivable	2,767	2,442	2,442
Banking Staffing Underuse	-	10,231	10,231
Teacher Salaries Grant Receivable	83,269	58,822	58,822
	96,044	72,326	72,326
Receivables from Exchange Transactions	7,222	2,442	2,442
Receivables from Non-Exchange Transactions	88,822	69,884	69,884
	96,044	72,326	72,326

9. Inventories

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
School Uniforms	4,459	6,120	6,120
	4,459	6,120	6,120

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Current Asset	$	$	$
Short-term Bank Deposits	91,206	344,342	344,342
Total Investments	91,206	344,342	344,342

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	**$**	**$**	**$**	**$**	**$**	**$**
Building Improvements	354,204	20,775	-	-	(9,808)	**365,171**
Furniture and Equipment	69,157	4,260	-	-	(8,421)	**64,996**
Information and Communication Technology	18,001	8,783	-	-	(4,824)	**21,960**
Leased Assets	10,875	5,778	-	-	(7,999)	**8,654**
Library Resources	5,749	-	-	-	(717)	**5,032**
Balance at 31 December 2024	457,986	39,596	-	-	(31,769)	**465,813**

The net carrying value of equipment held under a finance lease is $8,654 (2023: $10,875)

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	$	$	$	$	$	$
Building Improvements	486,276	(121,105)	**365,171**	465,501	(111,297)	**354,204**
Furniture and Equipment	173,486	(108,490)	**64,996**	169,224	(100,067)	**69,157**
Information and Communication Technology	105,634	(83,674)	**21,960**	96,851	(78,850)	**18,001**
Leased Assets	31,731	(23,077)	**8,654**	25,952	(15,077)	**10,875**
Library Resources	62,005	(56,973)	**5,032**	62,007	(56,258)	**5,749**
Balance at 31 December	859,132	(393,319)	**465,813**	819,535	(361,549)	**457,986**

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	$	$	$
Creditors	148,529	10,648	10,648
Accruals	5,968	3,500	3,500
Banking Staffing Overuse	3,000	-	-
Employee Entitlements - Salaries	88,033	64,928	64,928
Employee Entitlements - Leave Accrual	9,309	5,809	5,809
	254,839	84,885	84,885
Payables for Exchange Transactions	254,839	84,885	84,885
	254,839	84,885	84,885

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	$	$	$
Grants in Advance - Ministry of Education	-	1,909	1,909
Other Revenue in Advance	210	845	845
	210	2,754	2,754

14. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	86,034	86,034	77,619
Increase to the Provision During the Year	-	18,175	8,415
Provision at the End of the Year	86,034	104,209	86,034
Cyclical Maintenance - Current	-	6,169	-
Cyclical Maintenance - Non current	86,034	98,040	86,034
	86,034	104,209	86,034

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan as prepared by a Ministry Engaged Consultant.

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 Actual $	2024 Budget (Unaudited) $	2023 Actual $
No Later than One Year	7,103	7,481	7,481
Later than One Year	2,792	5,342	5,342
Future Finance Charges	(656)	(1,011)	(1,011)
	9,239	11,812	11,812
Represented by:			
Finance lease liability - Current	6,592	6,707	6,707
Finance lease liability - Non current	2,647	5,105	5,105
	9,239	11,812	11,812

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	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Pool Roof - 231636	3,202	492,777	(425,650)	-	70,329
Pouwhenua and signage for front entrance - 226368	1,078	-	(1,078)	-	-
Bike Shed/ Roof Replacement - 231637	30,827	-	(16,987)	-	13,840
Totals	35,107	492,777	(443,715)	-	84,169

Represented by:	
Funds Held on Behalf of the Ministry of Education	84,169

2023	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Pool Roof - 231636	27,455	13,608	(37,861)	-	3,202
Pouwhenua and signage for front entrance - 226368	6,831	-	(5,753)	-	1,078
Bike Shed/ Roof Replacement - 231637	(430)	33,785	(2,528)	-	30,827
Performing Arts/Library - 231638	11,794	-	(11,794)	-	-
Totals	45,650	47,393	(57,936)	-	35,107

Represented by:	
Funds Held on Behalf of the Ministry of Education	35,107

17. Funds Held on Behalf of the RTLit Cluster

Kaikōura Primary School was the lead school and holds funds on behalf of the RTLit cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Funds Held at Beginning of the Year	25,607	25,607	20,152
Funds Received from Cluster Members	21,084	-	21,549
Funds Spent on Behalf of the Cluster	(17,800)	-	(16,094)
Funds Held at Year End	28,891	25,607	25,607

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	2,505	2,505
Leadership Team		
Remuneration	243,341	243,550
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	245,846	246,055

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

Salaries and Other Short-term Employee Benefits:	2024 Actual $000	2023 Actual $000
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration $000	2024 FTE Number	2023 FTE Number
100 -110	5.00	2.00
	5.00	2.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up , which is expected to be settled in July 2025.

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of $80,967 (2023:$44,005) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	$
Pool Roof - 231636	67,127
Bike Shed/ Roof Replacement - 231637	13,840
Total	**80,967**

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

(b) Operating Commitments

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

(Operating commitments at 31 December 2023: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash and Cash Equivalents	689,960	211,094	195,889
Receivables	96,044	72,326	72,326
Investments - Term Deposits	91,206	344,342	344,342
Total Financial assets measured at amortised cost	877,210	627,762	612,557

Financial liabilities measured at amortised cost

Payables	254,839	84,885	84,885
Funds Held for Capital Works	84,169	35,107	35,107
Funds Held for RTLit Cluster	28,891	25,607	25,607
Finance Leases	9,239	11,812	11,812
Total Financial liabilities measured at amortised Cost	377,138	157,411	157,411

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KAIKOURA PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Kaikoura Primary S*chool* (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Amy Goodman
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Statement of Variance
Progress Towards Targets

Strategic Goal 1: Maintain our unique, nurturing environment where everyone belongs

NELP Objective 1: Learners At The Centre

Annual Target: Work with whānau to deliver learning that responds to their needs

Expected Outcome: Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Provide multiple opportunities to develop relationships with all whānau through events, conferences, workshops, trips, learning celebrations. Create a shared understanding of high expectations and aspirations through newsletters, HERO, conferences, workshops and surveys. As staff work to create a shared understanding of 'high expectation teaching' at KPS. Use HERO to regularly collect student voice to inform planning. Embed PB4L Tier 2 and restorative practice through PLD and prioritise teaching of the 'KPS Way' Create the 'KPS Upstanders' bullying prevention strategy. Support staff and student personal well being through Pause Breathe Smile lessons in all classrooms. Continue to work with the Education Pou to reflect Rūnanga	Multiple opportunities this year to develop relationships- meet the teacher BBQ, parent-teacher meetings, mihi whakatau, assemblies, school cross country, family stargazing evening, talent show, hosted district basketball and athletics. Shared understanding of high expectations related to achievement, structured programmes, achievement and attendance through staff meetings, parent meetings and the newsletter. Improved staff collaboration regarding the use of HERO goals, assessment, OTJs and the hour a day requirements for maths, reading and writing. PLD for teachers and teacher aides around the science of learning.	Updated annual Implementation Plan presented at each Board meeting. Newsletter, website, social media. Board reports PB4L report	A strong focus on creating a shared understanding has made a lot of difference to student engagement and achievement this year, as reflected in our data.	Continue to analyse and monitor achievement and wellbeing information to inform programmes and teacher practice Monitor the impact of attendance strategies for effectiveness and adapt as necessary to improve regular attendance Collect and analyse student and whānau feedback to plan for and maintain an inclusive environment Build on effective communication strategies develop and sustain valued partnerships with parents and whānau that support learning and wellbeing. Review and refine reporting achievement and progress to whānau Ensure that all all members of our community feel included including ESOL whānau Continue to empower everyone to take care of their own well being (Pause Breathe Smile)

Statement of Variance
Progress Towards Targets

aspirations in our planning, decision making and learning programmes. Actively celebrate the different cultures at KPS - International Day, assemblies etc. Adopt a statement on the delivery of the health curriculum following community consultation.	Improved regular collection of student voice has informed planning. For example for PB4L. Focus on upstanders not bystanders schoolwide. Heath Curriculum Statement updated from consultation.			Ensure a safe environment for learning is a priority (PB4L/KPS WAY Values)

Strategic Goal 2: Ensure excellent outcomes for all learners				
NELP Objective 2: Barrier Free Access				
Annual Target: Implementation of effective assessment practices and structured literacy from Year 0-6				
Expected Outcome: Systems allow all students to achieve highly and their needs to be met				
Actions	**What did we achieve?**	**Evidence**	**Reasons for any differences (variances) between the target and the outcomes**	**Planning for next year – where to next?**
Develop a shared understanding of the intentional and deliberate actions of teaching an hour of reading, writing and mathematics. Develop school-wide ownership and understanding of Structured Literacy for improved student learning outcomes. Ensure BSLA is taught daily in years 1-3 and The Code is taught daily for spelling in years 4-6 with a focus on impact and transference. Ensure Tier 2 students across the	We reflected on our hour a day delivery and quickly refined this. Ensured BSLA was taught years 1-3, The Code year 4-6. Year 4-6 supported by PLD with Liz Kane. All tier 2 students received support from our part-time structured literacy teacher in term 1 and 2. All tier 3 students received support from our resource	Updated annual Implementation Plan presented at each Board meeting. Newsletter, website, social media. Board reports Achievement and attendance data	Measured approach to adopting changes expected by the new government, ring fencing time to work collaboratively to make these changes to raise achievement and attendance levels.	Review and refine the quality and validity of assessment to inform high-quality teaching and learning Build on and embed teacher content knowledge around assessment for learning and ensure consistent assessment language is developed and used by teachers Through a cycle of continuous improvement, teachers collaboratively plan and regularly monitor the

Statement of Variance
Progress Towards Targets

school are identified and supported in small groups by a BSLA support teacher and BSLA TA. Tier 3 by RTLit. Build whānau understanding of Structured Literacy and the best way to support it at home. Build and embed teacher pedagogical content knowledge around assessment for learning. Ensure a collective 'vocabulary of assessment' is developed within the staff. Review assessment practices and how OTJs are made to ensure consistency across the school. Refresh teaching of the key competencies especially thinking and communicating (participating and contributing). Develop a KPS structured Mathematics approach using stages and with a strong focus on basic facts. Identify barriers to attendance and work collaboratively to remove them to increase attendance for individuals and overall. Continue to monitor and plan for focus students and GAT using well established systems.	teacher of literacy. Teacher aides and relief teachers received The Code PLD. Assessment procedures including assessment for learning were refined and improved. OTJ practise refined and improved through collaborative practice. NUMICON structured maths adopted years 1-3. Focus students for attendance identified, addressed through Check and Connect mentor, kai in school and extra support for learning and wellbeing.			effectiveness of teaching and learning on learner progress and achievement Regularly review and evaluate learner data to identify strategic priorities and make timely decisions for improvement at all levels Regularly review effectiveness of the supports in place for students (structured literacy, maths, gifted and talented, wellbeing and attendance) Focus on the implementation of the new maths and English curriculums as a priority action Focus on embedding structured approaches to teaching (BSLA, The Code, NUMICON) schoolwide

Statement of Variance
Progress Towards Targets

Strategic Goal 3: Develop leaders for the future

NELP Objective 3: Quality Teaching and Leadership

Annual Target: Honour Te Tiriti o Waitangi through culturally responsive practices, Te reo and Tikanga Māori

Expected Outcome: Te reo Māori and Tikanga Māori are meaningful part of all aspects of school life and decision making

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Establish Tuakana teina as a part of school life by participating in the Te Tai O Marokura 2 day programme. Use the model to continue to regularly plan opportunities for tuakana teina. Continue to build on successes in 2023; student-led mihi whakatau, Matauranga Rere, kapa haka, Marae visits, local stories. Increase the level of te reo Māori used in classrooms through the use of the Wai Ako progressions for weekly lessons. Continue to develop our outdoor spaces to have equitable representation of Māori and non-Māori in the physical environment. Grow staff understanding of the Curriculum Refresh and how that connects to what we do at KPS already. Continue to grow staff capability in teaching te reo Māori and delivering NZ Histories through PLD opportunities. Review unit holder job descriptions to include leadership of the Curriculum refresh and create a change team.	Leadership programmes reflect tuakana teina, multiple examples of this including whānau sports afternoons and KPS Amazing Race. PLD for staff about local pōrākau which is taught throughout the school regularly. Weekly te reo Māori lessons and regular incorporation of te reo and tikanga in daily life. Weekly kapa haka and participation in regional kapa haka competition. Curriculum change team created and looking at the new curriculum for implementation 2025. All building decisions have reflected equitable representation.	Updated annual Implementation Plan presented at each Board meeting. Newsletter, website, social media. Board reports New building developments - playground, pool Achievement data Attendance data	A strong school-wide focus on tuakana teina, te reo Māori and tikanga has led to a strengthened sense of belonging. This is reflected in the engagement and achievement of our students, and in particular our Māori students, as reflected in our 2024 data.	Prioritise professional growth and development, including te reo me ona tikanga Māori and te ao Māori, to support high-quality teaching and learning across the curriculum Use the Poutama Reo self-review tool to reflect and identify next steps to inform planning a progressive language strategy Expand our Tuakana Teina Programme to incorporate Māori forms of giftedness: kaitiakitanga,rangatiratanga, mātauranga, ngā mahi o rēhia, tikanga Ensure tikanga Māori and te reo Māori continue to be a central part of everyday life at school Prioritse the teaching of local pūrākau/stories and place based learning Regularly monitor the effectiveness of teaching and learning on the learner progress and achievement of our Māori students Ensure planning for the development of our outdoor

Statement of Variance
Progress Towards Targets

Maths PLD, including, but not confined to, through the Kaikōura Kāhui Ako. Seek out opportunities for PLD for teacher aides. Build leader and teacher capability to engage in practice conversations that critically reflect on teaching and learning at our school.				and indoor spaces creates an equitable representation of Māori and non-Māori

Strategic Goal 4: Provide educational opportunities that inspire creativity and innovation				
NELP Objective 4: Future Of Learning And Work				
Annual Target: Learning experiences promote innovation and creative problem-solving and support science, conservation and tourism as future pathways				
Expected Outcome: Relationships with local industries and employers allow insight into career options and open up pathways for all students				
Actions	**What did we achieve?**	**Evidence**	**Reasons for any differences (variances) between the target and the outcomes**	**Planning for next year – where to next?**
Ensure our local curriculum planning includes opportunities to develop and expand pathway learning. Further develop our Dolphin Encounter partnership around conservation and tourism pathways. Seek out and connect with tourism providers in Kaikōura - Tourism as an inquiry for Term 2.	We have used every opportunity to include local links to learning about history and the environment/ science in our curriculum including visitors, local stories and local trips. Lots of visits from local experts and other agencies to talk to students, including Kelp	Updated annual Implementation Plan presented at each Board meeting. Newsletter, website, social media. Board reports	This has been an area that we have not fully developed due to the changes brought in by the new government. We have focussed on bringing in these changes in a measured way and that has given us less time than we would have liked to address this target.	Continue to develop the school's teaching and learning programmes to align with changes to the curriculum maintaining relevant local learning opportunities Make full use of the experts on our doorstep Seek out opportunities to bring science alive and promote science

Statement of Variance
Progress Towards Targets

Seek out and connect with conservation groups and departments, conservation inquiry Term 1. Make full use of the experts on our doorstep. Seek out all opportunities to bring science alive at school, including Science in a Van visit and trips. Promote science pathways by connecting with KHS and tertiary. Student led science job fair, Term 3. Look at ways to broaden student's experiences with science, conservation and tourism on a national and then global platform.	Blue. Strong focus on science termly to ensure coverage of the curriculum. Science in a van visit and House Of Bricks STEAM day.			pathways Explore ways to broaden student's experiences with conservation and tourism on a local, national and global platform

Statement of Variance
Progress Towards Targets

Student Learning and Achievement Targets for Reading 2024

Annual Achievement Target:

- Implementation of effective assessment practices and structured literacy from Year 0-6

Expected Outcome:

- Systems allow all students to achieve highly and their needs to be met

Reading Annual Aim:

- To increase the percentage of students achieving at or above their expected curriculum levels in reading. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Reading Annual Targets:

- Overall 90% of our students will be achieving at or above their curriculum level outlined in the New Zealand Curriculum in Reading by December 2024.
- A school-wide focus on boys reading and in particular Māori boy's reading. A control group of 11 students will make accelerated progress with the aim of achieving their expected curriculum level or beyond by December 2024.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Review and implement a robust Assessment Framework that details the clear purpose of assessment practices. Engage in relevant PLD. In particular regarding for Māori boys reading. Teams and teachers will develop specific actions to accelerate the learning of focus students. Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings. Structured Literacy approach extended up to Year 6. Host whānau hui and invite whānau to input into school	<u>Baseline data:</u> Analysis of school-wide **reading** data at the end of 2024 showed that overall **84%** of our students (75/89) were achieving at or beyond their expected curriculum level. (Compared to 72%, 94/130 end of 2023) Out of 89 students, 42 were at their expected curriculum level and 33 were beyond, 5 students were working towards their expected curriculum level and 9 well below. Overall girls achieved higher at 85% (39/46) at or beyond their expected curriculum level, boys only slightly lower at 84% (36/43) at or beyond their expected curriculum level. Māori achievement was 81% (30/37) at or beyond their expected curriculum level. An analysis of school-wide	Achievement data from HERO student management system. Assessment information Focus student tracking Teacher and teacher aide PLD feedback	Improved timeline for regular reporting and reflection. Improved use of assessment tools. Improved use of assessment data for assessment for learning and overall teacher judgement. Better understanding and use of HERO goals. Expanded structured literacy to years 4-6 (The Code). Now school-wide. Focus students receiving extra time	Extend BSLA from Year 1-3 to Year 4. New English Curriculum implemented. HERO student goals aligned to the new curriculum. Continue to refine and improve the reporting timeline. Support whānau with information about structured literacy and new curriculum- how they can support their children at home. Part-time 0-2

Statement of Variance
Progress Towards Targets

wide actions for our Māori learners. Share and discuss targets. Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about structured literacy.	**structured literacy** data at the end of 2024 showed that overall 79% of our students (41/52) were achieving at or beyond their expected curriculum level. Out of 52 students, 41 were at their expected curriculum level and 0 were beyond, 8 students were working towards their expected curriculum level and 3 well below. Overall girls achieved higher at 88% (21/24) at or beyond their expected curriculum level, boys at 71% (20/28) at or beyond their expected curriculum level. Māori achievement was 63% (12/19) at or beyond their expected curriculum level. **Control Group**: 6 students moved from towards to at, 3 remain towards. **Boys Reading**: 84% (36/43) at or beyond their expected curriculum level compared to 71% (46/65) at the end of 2023. **Māori Reading**: 81% (30/37) at or beyond their expected curriculum level compared to 65% (35/54) at the end of 2023. .		to accelerate their progress, including use of teacher aides in all classes. Ensured that an hour a day of explicit teaching of reading is ring fenced each day. Part-time structured literacy support teacher terms 1 and 2. Would have been beneficial for this to have continued terms 3 and 4. Lots of new New Entrants at the end of term 3 and term 4 who will need time to reach within their expectation for structured literacy. This is the first year we have reported structured literacy separately. These are students who are working on the BSLA (Better Start Literacy Approach) phases. Once they complete the final phase they are added to the reading data. The age at which they change depends on each student but usually in Year 3.	structured literacy support teacher terms 1- 4. PLD for year 4 BSLA.

Statement of Variance
Progress Towards Targets

Student Learning and Achievement Targets for Writing 2024

Annual Achievement Target:

- Implementation of effective assessment practices and structured literacy from Year 0-6

Expected Outcome:

- Systems allow all students to achieve highly and their needs to be met

Writing Annual Aim:

- To increase the percentage of students achieving at or above their expected curriculum levels in writing.
- To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Writing Annual Targets:

- Overall 90% of our students will be achieving at or above their curriculum level outlined in the New Zealand Curriculum in Writing by December 2024
- A school-wide focus on boy's writing and in particular māori boys writing. A control group of 11 students will make accelerated progress with the aim of achieving their expected curriculum level or beyond by December 2024.

Actions	**What did we achieve?** *What were the outcomes of our actions?* *What impact did our actions have?*	**Evidence** *These are the sources of information the board used to determine those outcomes.*	**Reasons for any differences (variances) between the target and the outcomes** *Think about both where you have exceeded your targets or not yet met them.*	**Planning for next year – where to next?** *What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.*
Review and implement a robust Assessment Framework that details the clear purpose of assessment practices. Engage in relevant PLD. In particular writing achievement for boys. Teams and teachers will develop specific actions to accelerate the learning of focus students. Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings. Structured Literacy approach	Baseline data: Analysis of school-wide **writing** data at the end of 2024 showed that overall **83%** of our students (109/131) were achieving at or beyond their expected curriculum level. (Compared to 71%, 92/130 end of 2023) Out of 131 students, 78 were at their expected curriculum level and 31 were beyond their expected curriculum level. 19 students were working towards their expected curriculum level and 3 well below their expected curriculum level. Overall girls achieved higher at 89% (58/65) at or beyond their expected curriculum level, boys 77% (51/66) at or beyond their expected curriculum level and	Achievement data from HERO student management system. Assessment information Focus student tracking Teacher and teacher aide PLD feedback	Improved timeline for regular reporting and reflection. Improved use of assessment tools. Improved use of assessment data for assessment for learning and overall teacher judgement. Better understanding and use of HERO goals. Expanded structured literacy to years 4-6 (The Code). Now	Extend BSLA from Year 1-3 to Year 4. New English Curriculum implemented. HERO student goals aligned to the new curriculum. Continue to refine and improve the reporting timeline. Support whānau with information about structured literacy and new curriculum- how they can support

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extended up to Year 6. Host whānau hui and invite whānau to input into school wide actions for our Māori learners. Share and discuss targets. Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about structured literacy.	Māori achievement was 83% (44/53) at or beyond their expected curriculum level. **Control Group**: 5 moved from towards to at, 1 moved from well below to at, 1 moved from well below to towards. **Boys Writing**: 77% (51/66) at or beyond their expected curriculum level compared to 65% (42/65) at the end of 2023. **Māori Writing**: 83% (44/53) at or beyond their expected curriculum level compared to 55% (30/55) at the end of 2023.		school-wide. Focus students receiving extra time to accelerate their progress, including use of teacher aides in all classes. Ensured that an hour a day of explicit teaching of writing is ring fenced each day.	their children at home. Explore structured writing programmes. Structured writing PLD for teachers and teacher aides.

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Student Learning and Achievement Targets for Mathematics 2024

Annual Achievement Target:

- Implementation of effective assessment practices and structured literacy from Year 0-6

Expected Outcome:

- Systems allow all students to achieve highly and their needs to be met

Mathematics Annual Aim:

- To increase the percentage of students achieving at or above their expected curriculum levels in reading.
- To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Mathematics Annual Targets:

- Overall 90% of our students will be achieving at or above their curriculum level outlined in the New Zealand Curriculum in Mathematics by December 2023.
- A school-wide focus on Māori student achievement in mathematics. A control group of 10 students will make accelerated progress with the aim of achieving their expected curriculum level or beyond.

Actions	**What did we achieve?** *What were the outcomes of our actions?* *What impact did our actions have?*	**Evidence** *These are the sources of information the board used to determine those outcomes.*	**Reasons for any differences (variances) between the target and the outcomes** *Think about both where you have exceeded your targets or not yet met them.*	**Planning for next year – where to next?** *What do you need to do to address targets that were not achieved.* *Consider if these need to be included in your next annual implementation plan.*
Review and implement a robust Assessment Framework that details the clear purpose of assessment practices. Engage in relevant PLD. In particular regarding Māori student achievement. Teams and teachers will develop specific actions to accelerate the learning of focus students. Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings. Host whānau hui and invite whānau to input into school wide actions for our Māori	Baseline data: Analysis of school-wide **mathematics** data at the end of 2024 showed that overall **81%** (106/131) of our students were achieving at or beyond their expected curriculum level. (Compared to 71%, 92/130 at the end of 2023) Out of 131 students, 65 were at their expected curriculum level and 41 were achieving beyond their expected curriculum level. 22 students were working towards their expected curriculum level and were 3 well below. Overall boys achieved slightly higher at 82% (54/65) at or beyond their expected curriculum level, girls 80% (52/65) at or beyond their expected curriculum level and Māori achievement was 81% (43/53) at or beyond their	Achievement data from HERO student management system. Assessment information Focus student tracking Teacher and teacher aide PLD feedback	Improved timeline for regular reporting and reflection. Improved use of assessment tools, added PAT for mathematics assessment. Improved use of assessment data for assessment for learning and overall teacher judgement. Better understanding and use of HERO goals. Introduction of structured mathematics in	NUMICON School-wide New Mathematics Curriculum implemented. HERO student goals aligned to the new curriculum. Continue to refine and improve the reporting timeline. Support whānau with information about NUMICON and the new curriculum- how they can support their children at home.

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learners. Share and discuss targets. Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about Mathematics.	expected curriculum level. **Control Group**: 1 moved from towards to at. 4 left the school. The others remain towards. **Māori Mathematics**: 81% (43/53) at or beyond their expected curriculum level compared to 63% (34/54) at the end of 2023.		years 1-3. Focus students receiving extra time to accelerate their progress, including use of teacher aides in all classes. Ensured that an hour a day of explicit teaching of mathematics is ring fenced each day.	Explore assessment options for year 1-3, NUMICON. NUMICON PLD for teachers and teacher aides.

Statement of Variance
Progress Towards Targets

2024 Annual Attendance Targets: Action Plans to improve attendance of focus group(s)

Annual Aim: To increase engagement and attendance at school to improve achievement levels and meet Ministry of Education Attendance Targets for 2024.
Annual Target:

- To increase percentage of students attending regularly (more than 90% of the time, an average of 9 days a fortnight) to 70%
- To reduce the percentage of students who are moderately absent (attending more than 70% up to 80%, missing two or three days a fortnight) to 6%.
- To reduce the percentage of students who are chronically absent attending 70% or less (missing three or for days a fortnight) to 5%.

Actions	What did we achieve? *What were the outcomes of our actions? What impact did our actions have?*	Evidence *These are the sources of information the board used to determine those outcomes.*	Reasons for any differences (variances) between the target and the outcomes *Think about both where you have exceeded your targets or not yet met them.*	Planning for next year – where to next? *What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.*
RRF Check and Connect mentor to regularly check in with students identified to be at risk of poor attendance and engagement. Use of school newsletter/parent teacher meetings to promote why regular attendance is important. Implement a reviewed system for following up on absences. Connect with families early to help break down barriers. Coordinate with	**Regular Attendance** **Term 1** overall attendance **61%** compared to 43% term 1 2023. **Term 2** overall attendance **61%** compared to 57% term 2 2023. **Term 3** overall attendance **51%** compared to 49% term 3 2023. **Term 4** overall attendance **61**% compared to 48**%** term 4 2023 **Irregular Attendance** **Term 1**: **19%** (32% 2023) **Term 2**: **7%** (19% 2023) **Term 3**: **25%** (25% 2023) **Term 4**: **21%** (25% 2023) **Moderate Attendance** **Term 1**: **14%** (18% 2023) **Term 2**: **14%** (12% 2023) **Term 3**: **15%** (17% 2023) **Term 4: 10%** (18% 2023) **Chronic Attendance** **Term 1**: **7%** (7% 2023) **Term 2**: **8%** (12% 2023) **Term 3**: **9%** (10% 2023) **Term 4**: **7%** (9% 2023)	Termly attendance Matters data HERO student management system	Check and Connect monitor successfully supporting students, especially those with anxiety about school/learning. Kai for students. Extra support for learning to catch up from missed time. Communication with families regarding attendance. Mana Ake support for students.	Continue successful Check and Connect mentor. TA support for learning. Work more closely with attendance services for chronic students. Continue to provide kai for students and consider a breakfast club in term 3. Continue to use the newsletter as a means of communicating the importance of regular attendance.

Statement of Variance
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attendance officers to support.				

Giving effect to Te Tiriti O Waitangi

Giving effect to Te Tiriti O Waitangi is one of the board's primary objectives. Kaikōura Primary School's board has reported work towards this objective through other sections of the annual report including our statement of variance and our evaluation of student progress and achievement.

At Kaikōura Primary School / Te Kura Tuatahi O Kaikõura – In consultation with our community, we will develop procedures and practices that reflect New Zealand's cultural diversity. The three broad principles of Te Tiriti O Waitangi / The Treaty of Waitangi (Partnership, Protection and Participation) will provide the foundation for learning.

We will take all reasonable steps to cater for the needs of our diverse learners, including Māori and Pasifika students and we are committed to ensuring that our Māori learners enjoy educational success as Māori.

Through our values we will achieve this by:



Whanaungatanga
Continuing to value and develop our relationship with Takahanga Marae
Consulting regularly with our Māori community
Drawing on local experts within our mana whenua to help support us in our practices



Aroha
Taking time to celebrate our diversity - this is our turangawaewae, everyone belongs
Weaving Te Reo Māori and Tikanga Māori through all our curriculum areas and aspect of school life



Manaakitanga
Providing opportunities for regular cultural experiences, including kapa haka
Using Māori protocol, including mihi whakatau for new students and their whanāu
Being committed to exploring ways to extend and improve our programmes as part of our self-review and in consultation with our whānau and Māori community



Ako
Using the Ka Hikitia - Ka Hāpaitia Strategy to support effective practice
Increasing and strengthening our staff's cultural capability
Developing student achievement targets for priority learners

Te Tiriti o Waitangi - through our planning, we create opportunities to

Hear

Emphasis in our local curriculum development on enhancing the learning of Te Reo Māori and the NZ Histories

Planning that reflects the regular and meaningful incorporation of Te Reo Māori and Tikanga Māori in all that we do

Planning that creates opportunities for ongoing and reciprocal communication

See

Planning reflects an equitable representation of Māori and non-Māori in our physical environment

Runanga representation on our board and consultation informs planning and decision-making

PLD for continual improvement and high-expectation teaching for all students

Feel

Planning and systems to ensure an inclusive, safe, and welcoming environment

The establishment of Tuakana Teina as a priority action from community consultation

Planning that identifies barriers and allows students to be empowered

Kaikōura Primary School

Te Tiriti o Waitangi - through our Local Curriculum, we create opportunities to

Hear

Te Reo Māori naturally integrated into all aspects of school life and taught weekly in all classes using progressions.

The NZ Histories and our local stories being taught each term.

Programmes that focus on Kaitiakitanga respecting and nurturing our environment as Kaitiaki.

See

Tikanga Māori incorporated into everyday life including mihi whakatau, karakia, pepeha, tuakana teina.

Rich, authentic learning that makes the most of the educational opportunities in Kaikōura, including local experts and Takahanga Marae.

Meaningful communication with whānau, students and our community to deliver learning that responds to their needs.

Feel

Our school values woven through the curriculum to ensure an inclusive approach.

Māori students learning about their own culture to be empowered to be successful as Māori.

Programmes and systems to ensure that all students succeed through a structured approach to learning.

Kaikōura Primary School

Statement of Compliance with Employment Policy

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*At Kaikōura Primary School, the board has a primary duty of care for people at the school. This means the board is primarily responsible for the health and safety of workers (including teachers and non-teaching staff, volunteer workers, and contractors), and others who may be affected by school operations.* *Primary duty of care is a responsibility of the board as the PCBU (person conducting a business or undertaking) under section 36 of the Health and Safety at Work Act 2015. To meet its primary duty of care, the board does what is reasonably practicable to provide and maintain a safe environment, and works to eliminate or minimise health and safety risks.* *Our Health, Safety, and Welfare Policy, along with supporting policies and procedures, ensures we provide and maintain a safe workplace.*
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	*As required by the Education and Training Act 2020 (s 597), Kaikoura Primary School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.* *Kaikōura Primary School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).* *This is to ensure that we:* ● *treat current and prospective staff fairly* ● *make decisions based on relevant merit* ● *work to eliminate bias and discrimination*
How do you practise impartial selection of suitably qualified persons for appointment?	*Kaikoura Primary School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.* *Our appointment process meets the requirements of the Children's Act 2014.* *The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.* *We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.*
How are you recognising, − The aims and aspirations of Maori,	*Through our Professional Growth Cycles we have regular discussions with staff to identify goals. We support staff to access PLD opportunities and leadership roles within the school, including cultural leadership.*

Statement of Compliance with Employment Policy

– The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	*As part of the growth cycle, cultural allowance to recognise role, support person at interviews if wanted and supporting nominations considered. Cultural needs respected through leave eg: Tangi requirements.* *Through our Equal Opportunities Policy, Kaikoura Primary School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).*
How have you enhanced the abilities of individual employees?	*Through our Professional Growth Cycles we have regular discussions with staff to identify goals and use operational funding to support them through PLD, this has included leadership programmes for senior staff and units to recogise staff's extra work or skills.*
How are you recognising the employment requirements of women?	*Flexible working arrangements for staff with young children, maternity leave provisions, sick leave provisions for dependents, personal amenities for women, allowing dependants to come to work when needed, respecting cultural boundaries.*
How are you recognising the employment requirements of persons with disabilities?	*We have accessible toilets, wheelchair access throughout the school, a wheelchair accessible office area and a disabled car park space allocated.*

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

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

Kaikōura Primary School

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2024, the school received total Kiwisport funding of $2033.80 (excluding GST). The funding was spent on netball fees for the school team, and korfball coaching and resources. The number of children that participated in organised sport was the entire school, 128.