



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3704

Principal: Ryan Fraser

School Address: 286 Ardgowan Road, Oamaru

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School Phone: 03 433 1366

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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

ARDGOWAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Ardgowan 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.

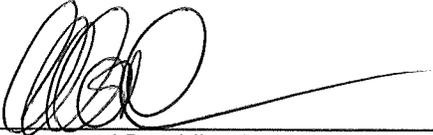
The management, including the Principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

CRAIG EDWARD CONLAN

Full Name of Presiding Member



Signature of Presiding Member

8/5/25

Date:

Ryan Lyall Fraser

Full Name of Principal



Signature of Principal

8/5/25

Date:

Ardgowan School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Craig Conlan	Persiding Member	Elected	Sep 2025
Ryan Fraser	Principal	ex Officio	
Aaron Gosney	Parent Representative	Elected	Sep 2025
Jess Devlin	Parent Representative	Elected	Sep 2025
Sarah Sutton	Staff Representative	Elected	Sep 2025
Rouvierre Hattingh	Parent Representative	Elected	Oct 2026
Suzy Oakes	Parent Representative	Elected	Oct 2026

Ardgowan School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,305,068	310,808	1,174,726
Locally Raised Funds	3	171,841	11,304	83,964
Interest		14,618	350	11,930
Total Revenue		1,491,527	322,462	1,270,620
Expense				
Locally Raised Funds	3	39,609	10,000	42,743
Learning Resources	4	993,682	181,773	897,610
Administration	5	94,019	84,100	96,238
Interest		794	-	587
Property	6	225,049	65,824	214,460
Loss on Disposal of Property, Plant and Equipment		489	-	1,527
Total Expense		1,353,642	341,697	1,253,165
Net Surplus / (Deficit) for the year		137,885	(19,235)	17,455
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		137,885	(19,235)	17,455

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

Ardgowan 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		442,659	442,659	415,300
Total comprehensive revenue and expense for the year		137,885	(19,235)	17,455
Contribution - Furniture and Equipment		4,518	-	-
Contribution - Te Mana Tūhono		-	-	9,904
Equity at 31 December		585,062	423,424	442,659
Accumulated comprehensive revenue and expense		585,062	423,424	442,659
Equity at 31 December		585,062	423,424	442,659

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.

Ardgowan School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	137,005	276,626	268,463
Accounts Receivable	8	62,930	64,827	64,827
GST Receivable		27,878	-	-
Prepayments		8,883	6,648	6,648
Inventories	9	3,271	5,814	5,814
		239,967	353,915	345,752
Current Liabilities				
GST Payable		-	6,065	6,065
Accounts Payable	11	92,461	91,614	91,614
Revenue Received in Advance	12	12,042	2,203	2,203
Finance Lease Liability	14	4,030	4,103	4,103
Funds held in Trust	15	368	286	286
Funds held for Capital Works Projects	16	34,622	4,256	4,256
		143,523	108,527	108,527
Working Capital Surplus				
		96,444	245,388	237,225
Non-current Assets				
Property, Plant and Equipment	10	551,763	237,608	256,608
		551,763	237,608	256,608
Non-current Liabilities				
Provision for Cyclical Maintenance	13	58,586	55,532	47,134
Finance Lease Liability	14	4,559	4,040	4,040
		63,145	59,572	51,174
Net Assets				
		585,062	423,424	442,659
Equity				
		585,062	423,424	442,659

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

Ardgowan School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		389,514	314,747	348,898
Locally Raised Funds		153,634	11,304	82,211
Goods and Services Tax (net)		(33,943)	-	(7,815)
Payments to Employees		(225,163)	(186,424)	(225,340)
Payments to Suppliers		(152,813)	(125,814)	(148,657)
Interest Paid		(794)	-	(587)
Interest Received		13,830	350	11,722
Net cash from Operating Activities		144,265	14,163	60,432
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(308,816)	(6,000)	(26,877)
Net cash (to) Investing Activities		(308,816)	(6,000)	(26,877)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,518	-	-
Finance Lease Payments		(1,873)	-	(2,550)
Funds Administered on Behalf of Other Parties		30,448	-	(21,334)
Net cash from/(to) Financing Activities		33,093	-	(23,884)
Net decrease/increase in cash and cash equivalents		(131,458)	8,163	9,671
Cash and cash equivalents at the beginning of the year	7	268,463	268,463	258,792
Cash and cash equivalents at the end of the year	7	137,005	276,626	268,463

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.

Ardgowan School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Ardgowan 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 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 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 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.

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. 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	10–75 years
Furniture and equipment	10–15 years
Information and communication technology hardware	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. 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 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.

1.11. 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.

1.12. 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.13. 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.

1.14. 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.

1.15. 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.

1.16. 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.

1.17. 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.

1.18. Budget Figures

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

1.19. 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Government Grants - Ministry of Education	376,025	304,808	332,892
Teachers' Salaries Grants	774,271	-	694,146
Use of Land and Buildings Grants	148,263	-	145,282
Other Government Grants	6,509	6,000	2,406
	<u>1,305,068</u>	<u>310,808</u>	<u>1,174,726</u>

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Revenue			
Donations and Bequests	15,086	1,500	21,981
Fees for Extra Curricular Activities	9,182	-	9,628
Trading	11,229	4,000	9,159
Fundraising and Community Grants	136,196	5,804	42,411
Other Revenue	148	-	785
	<u>171,841</u>	<u>11,304</u>	<u>83,964</u>
Expenses			
Extra Curricular Activities Costs	20,292	6,000	24,375
Trading	13,241	4,000	10,591
Fundraising and Community Grant Costs	6,076	-	7,777
	<u>39,609</u>	<u>10,000</u>	<u>42,743</u>
<i>Surplus for the year Locally raised funds</i>	<u>132,232</u>	<u>1,304</u>	<u>41,221</u>

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Curricular	30,807	23,904	21,160
Information and Communication Technology	7,624	10,700	9,026
Employee Benefits - Salaries	910,722	110,769	832,235
Staff Development	6,832	9,600	1,983
Other Learning Resources	331	1,800	1,747
Depreciation	37,366	25,000	31,459
	<u>993,682</u>	<u>181,773</u>	<u>897,610</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fees	8,803	4,531	4,502
Board Fees and Expenses	3,205	4,000	4,052
Operating Leases	-	2,755	123
Other Administration Expenses	17,498	18,098	21,274
Employee Benefits - Salaries	55,868	45,416	58,015
Insurance	3,046	3,745	3,385
Service Providers, Contractors and Consultancy	5,599	5,555	4,887
	<u>94,019</u>	<u>84,100</u>	<u>96,238</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	8,860	8,398	8,398
Adjustment to the Provision- Other Adjustments	2,592	-	1,836
Heat, Light and Water	11,381	11,500	9,851
Rates	1,015	800	895
Repairs and Maintenance	6,609	7,000	3,910
Use of Land and Buildings	148,263	-	145,282
Other Property Expenses	14,639	11,826	13,229
Employee Benefits - Salaries	31,690	26,300	31,059
	<u>225,049</u>	<u>65,824</u>	<u>214,460</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	Actual
	\$	(Unaudited)	\$
Bank Accounts	137,005	276,626	268,463
Cash and Cash Equivalents for Statement of Cash Flows	<u>137,005</u>	<u>276,626</u>	<u>268,463</u>

Of the \$137,005 Cash and Cash Equivalents, \$34,622 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 \$137,005 Cash and Cash Equivalents, \$960 of Other Revenue in Advance is held by the School, as disclosed in note 12.

Of the \$137,005 Cash and Cash Equivalents, \$11,082 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	40	133	133
Receivables from the Ministry of Education	4,187	1,368	1,368
Interest Receivable	1,153	365	365
Banking Staffing Underuse	-	3,939	3,939
Teacher Salaries Grant Receivable	57,550	59,022	59,022
	<u>62,930</u>	<u>64,827</u>	<u>64,827</u>
Receivables from Exchange Transactions	1,193	498	498
Receivables from Non-Exchange Transactions	61,737	64,329	64,329
	<u>62,930</u>	<u>64,827</u>	<u>64,827</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	3,271	5,814	5,814
	<u>3,271</u>	<u>5,814</u>	<u>5,814</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	176,828	304,644	-	-	(11,714)	469,758
Furniture and Equipment	41,878	13,968	-	-	(8,902)	46,944
Information and Communication Technology	27,653	5,114	(325)	-	(11,338)	21,104
Leased Assets	8,233	5,216	(282)	-	(4,637)	8,530
Library Resources	2,016	4,349	(163)	-	(775)	5,427
Balance at 31 December 2024	256,608	333,291	(770)	-	(37,366)	551,763

The net carrying value of furniture and equipment held under a finance lease is \$8,530 (2023: \$8,233)

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	619,701	(149,943)	469,758	315,056	(138,228)	176,828
Furniture and Equipment	161,063	(114,119)	46,944	147,096	(105,218)	41,878
Information and Communication Technology	96,016	(74,912)	21,104	91,228	(63,575)	27,653
Leased Assets	19,138	(10,608)	8,530	22,368	(14,135)	8,233
Library Resources	18,016	(12,589)	5,427	14,867	(12,851)	2,016
Balance at 31 December	913,934	(362,171)	551,763	590,615	(334,007)	256,608

11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	17,782	18,264	18,264
Accruals	8,803	4,502	4,502
Employee Entitlements - Salaries	63,905	66,933	66,933
Employee Entitlements - Leave Accrual	1,971	1,915	1,915
	<u>92,461</u>	<u>91,614</u>	<u>91,614</u>
Payables for Exchange Transactions	92,461	91,614	91,614
	<u>92,461</u>	<u>91,614</u>	<u>91,614</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	11,082	2,203	2,203
Other Revenue in Advance	960	-	-
	<u>12,042</u>	<u>2,203</u>	<u>2,203</u>

13. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	47,134	47,134	36,900
Increase to the Provision During the Year	8,860	8,398	8,398
Other Adjustments	2,592	-	1,836
Provision at the End of the Year	<u>58,586</u>	<u>55,532</u>	<u>47,134</u>
Cyclical Maintenance - Non current	58,586	55,532	47,134
	<u>58,586</u>	<u>55,532</u>	<u>47,134</u>

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, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	4,566	4,629	4,629
Later than One Year	5,047	4,313	4,313
Future Finance Charges	(1,024)	(799)	(799)
	<u>8,589</u>	<u>8,143</u>	<u>8,143</u>
Represented by:			
Finance lease liability - Current	4,030	4,103	4,103
Finance lease liability - Non-current	4,559	4,040	4,040
	<u>8,589</u>	<u>8,143</u>	<u>8,143</u>

15. Funds Held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	368	286	286
	<u>368</u>	<u>286</u>	<u>286</u>

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expenses of the School and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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 \$
Roofing Works Blocks, 1,3,4A - 242724	4,256	127,640	(97,274)	-	34,622
Totals	<u>4,256</u>	<u>127,640</u>	<u>(97,274)</u>	<u>-</u>	<u>34,622</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 34,622

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Combined 5YA & SIP - 223728	6,885	25,381	(32,266)	-	-
Roofing Works Blocks, 1,3,4A - 242724	-	15,955	(11,699)	-	4,256
MOE Fencing - 232910	-	67,306	(67,306)	-	-
Totals	<u>6,885</u>	<u>108,642</u>	<u>(111,271)</u>	<u>-</u>	<u>4,256</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 4,256

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 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.

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,205	2,705
<i>Leadership Team</i>		
Remuneration	340,324	329,916
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>343,529</u>	<u>332,621</u>

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

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
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	-	-
110 - 120	-	1.00
120 - 130	1.00	-
	<u>1.00</u>	<u>1.00</u>

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 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	-	-

20. 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.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$50,577 (2023:\$147,851) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Roofing Works - 242724	\$ 50,577
Total	50,577

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)

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 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	137,005	276,626	268,463
Receivables	62,930	64,827	64,827
Total Financial assets measured at amortised cost	<u>199,935</u>	<u>341,453</u>	<u>333,290</u>

Financial liabilities measured at amortised cost

Payables	92,461	91,614	91,614
Finance Leases	8,589	8,143	8,143
Total Financial liabilities measured at amortised Cost	<u>101,050</u>	<u>99,757</u>	<u>99,757</u>

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.



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Ardgowan School (the School). The Auditor-General has appointed me, Heidi Rautjoki, using the staff and resources of Deloitte 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 17, 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 8 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.

Deloitte.

- 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 information included on the pages accompanying the financial statements 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.



Heidi Rautjoki
for Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand

Statement of Variance Reporting- Maths



School Name:	Ardgowan School	School Number:	3704
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Strategic Aim:	Our Tikanga/practice is innovative, engaging, up to date and grounded in our values.
Target:	For our target students to make sufficient (2 sublevels) or accelerated (3 sublevels) progress over the year in maths.
Baseline Data:	The end of year data in 2023 showed that we had 71% of our children working at or above their expected level in Maths. In our senior student cohort there are a few children that have found maths difficult as can be seen in their results over a period of time. Our target students are therefore in more of the senior school, our older two classes.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><i>-Discussions with teachers and management around which students will be our target students for the year. We looked at the long-term tracking of the students to see which students were of concern over the 3 years the tracking has been happening. We also took into consideration the learning needs of the students and if they are on our SENCO register.</i></p> <p><i>-We have chosen 9 students to be our target students for this target, this is made up of 3 girls and 6 boys.</i></p> <p><i>-The Home and School have kindly agreed to funding the Maths Buddy Programme once again for 2024. This will be used to engage our target students.</i></p> <p><i>-We continue to protect our core morning learning time from any outside disruptions. Trips, coaching sessions, visitors etc have been put off or scheduled in the afternoons or during lunchtimes to ensure routines are protected.</i></p> <p><i>-Promotion of maths in a positive light was a focus in the senior rooms. We had a group of students involved in a maths tutor group with a teachers from a local high school. This was</i></p>	<p>-4 of the 8 target students achieved 2 or more sublevels progress over the year so reached the goal.</p> <p>-5 of the students have moved from not reaching their expected level at this time last year to now being at their expected level. This has had a pleasing impact on our overall 'helicopter' data for the school.</p>	<p>-Continuing to protect our core learning areas from disruption is still a focus for us. Ensuring we have the 1 hour a day of maths is important for consistency within our programmes.</p> <p>-</p>	<p>-Incorporate the new curriculum into planning and our overall maths teaching, ensuring the science of learning and other elements are included in planning. This could require a change to planning formats.</p> <p>-Get to know the content and expectations of the new curriculum. There is a lot in it, and it has been reported that the expectations are more advanced than the previous one.</p> <p>-Incorporation of PRIME Maths into the school programme. Of the resources that the MOE have offered schools we have chosen to implement PRIME throughout the school.</p> <p>-With the new curriculum coming in we will be looking at our long-term plan and updating this to fit with the new curriculum and also align with the scope and sequence of PRIME.</p> <p>-As part of professional learning in 2025 there will be a focus on the maths area. This is to ensure the new curriculum is incorporated effectively and the new resources are used the best we can. This will be a Kauai Ako wide focus so we will be able to gain from the collective knowledge and expertise.</p>

face to face and also on Zoom sometimes.

-We also had a group of students attend a Mathletics event. 3 of the target students were involved in these initiatives.

-Assessments have been completed for the mid year. These will feed into mid term reports.

-Data to look over from mid year assessment

-Further analysis of needs for the target children has happened.

-As a school we invested into the Mrs Priestley Structured Maths Programme. This was used throughout the school as in 2025 we would be required to work in some structured maths programme. This was used in the classes of our target students along with other whole class approaches.

-End of year data has been prepared to look over.

Planning for next year:

- The main focus for 2025 is to incorporate PRIME into the school maths programme across the school. We will be establishing routines and expectations around what PRIME looks like in Ardgowan School. What are the expectations around book work for both children and teachers, how do we place our children.
- We will be contacting PRIME consultants to work with the staff on the incorporation of PRIME and also to look at the Math Pro online programme they offer.
- First step is to order the books and resources.

Report on Ardgowan School Annual Learning Target in Maths; November 2024

Akonga Information				Curriculum Level OTJ							
Student	Yr	Sex	Ethnicity	Nov 2023	June 204	Nov 2024	No movement of Sub Strand	Move Forward 1 Strand	Move Forward 2 Strands	Move forward 3 + Strands	Narrative
Jack Hastings	7	M	NZE	3B	3B	3P					
Ben Isbister	6	M	NZE	3P	4B	4B					
Quinn Balcombe	7	M	NZE	3P	3A	3A					
Hayley Serong	6	F	NZE	2A	2A						Left school end of term 2
Kyno Greaney	5	M	NZE	2P	2A	3P					Speech support, reclassified, ADHD
Javantay Fawkes	5	M	NZE	2A	2A	3B					Speech support
Parker Kennedy	5	M	NZE	1A	2A	3B					
Meela Neehoff	6	F	NZE	2P	2A	2A					

Bella McKenzie	5	F	NZE	2B	2P	2A					
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School Name:	Ardgowan School	School Number:	3704
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Strategic Aim:	Our Tikanga/practice is innovative, engaging, up to date and grounded in our values.
Target:	For our target students to make sufficient (2 sublevels) or accelerated (3 sublevels) progress over the year in writing.
Baseline Data:	In the end of year data analysis, it showed us that 65% of children were reaching or exceeding the expected level in writing. The percentages of boys and girls who have exceeded or are at the expected level in writing is similar with 67% of girls and 62% of boys in this category. The same year we had 82% of our learners reach or exceed the expected level in reading.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><i>-Discussions with teachers and management around which students will be our target students for the year. We looked at the long-term tracking of the students to see which students were of concern over the 3 years the tracking has been happening. We also took into consideration the learning needs of the students and if they are on our SENCO register. We have chosen 7 students to be our target students for this target, this is made up of 4 girls and 3 boys.</i></p> <p><i>-As a staff we looked at the new literacy curriculum under the Understand, Know, Do structure. The senior management team purchased some literacy planning templates to scaffold planning using the new curriculum. Teachers will have a go at doing this for term 2. The new curriculum needs to be being used by 2025.</i></p> <p><i>-PLD hours for digital literacy have been applied for. Although the MOE are cutting PLD hours I am hopeful that we will get some. We will focus on using</i></p>	<p><i>-4 of our 7 children achieved the goal of making 2 or more sub levels progress within one year.</i></p> <p><i>-Concern that 2 of the children did not make any progress over the year. Of those 2 children, one has had extensive absences over the year and is now off of our roll.</i></p> <p><i>-2 of the children who achieved the goal are now working at their expected curriculum level. At the end of last year they were not meeting expected curriculum level.</i></p>	<p><i>-The intervention of our literacy specialist working with our target students has shown benefit with regards to our results. The students that got teacher time twice with regards to their learning intentions were seen to do well.</i></p> <p><i>-Our data shows that attendance can have an impact on the achievement of a student. Of the 2 students that did not reach our target, 1 student has had extensive absences for reasons out of the student's hands. When they are at school, they are keen to learn. This was a large contributing factor that led to the student not reaching the target.</i></p>	<p><i>-Look at other factors as to why the student who did not make progress didn't. Are there any underlying things going on for this child? DO we need to get extra support from our learning support coordinator?</i></p> <p><i>-Continue to monitor these target students. Use the longitudinal data to see hoe these children are tracking over the coming years.</i></p> <p><i>-Incorporation of the new English Curriculum into our programmes in 2025. With expectation changes it is hard to predict what else will be required to work through as a staff. In our junior school we will continue to implement the BSLA. If there are any opportunities' to participate in PLD with the BSLA we will endeavour to get on board.</i></p>

digital tech to engage akonga in our writing programmes.

-Literacy specialist Anna Fraser has been notified of the target students. She will go into the target students' classrooms and work with them on their learning intentions they are working on within the classroom. This will give the students a double hit on their learning intentions.

-We continue to protect our core morning learning time from any outside disruptions. Trips, coaching sessions, visitors etc have been put off or scheduled in the afternoons or during lunchtimes to ensure routines are protected.

-Assessments have been completed for the mid year. These will feed into mid term reports. The new PACT tool has been utilised for the assessments. We have found this to give a wider scope of next steps for teachers to work on.

-Expectations of writing across the curriculum to fit with the PACT tool.

-Data to look over from mid year assessments

-Anna Fraser has continued to work with the target students. The focus of the sessions has

been on specific needs that have been derived from the PACT assessments and the exemplars that can be accessed through the PACT tool online. .

-End of year data has been prepared to look over

Planning for next year:

Report on Ardgowan School Annual Learning Target in Writing; November 2024

Akonga Information				Curriculum Level OTJ							
Student	Yr	Sex	Ethnicity	Nov 23	June 24	Nov 24	No movement of Sub Strand	Move Forward 1 Strand	Move Forward 2 Strands	Move forward 3 + Strands	Narrative
Shaykeyta Ross	8	F	NZE	3P	3A	4B					Pastoral
Jake Hastings	7	M	NZE	2A	3B	3P					

Ilyla Ross	6	F	NZE	3B	3B	3B					Pastoral
Alexiah Hand	6	F	NZE	2A	2A	3P					Pastoral
Quinn Balcombe	7	M	NZE	2A	2A	2A					
Meela Neehoff	6	F	NZE	2P	2P	2A					Has made accelerated progress in math and reading.
Parker Kennedy	5	M	NZE	2B	2P	2A					



Ardgowan School End Year Data Analysis 2024



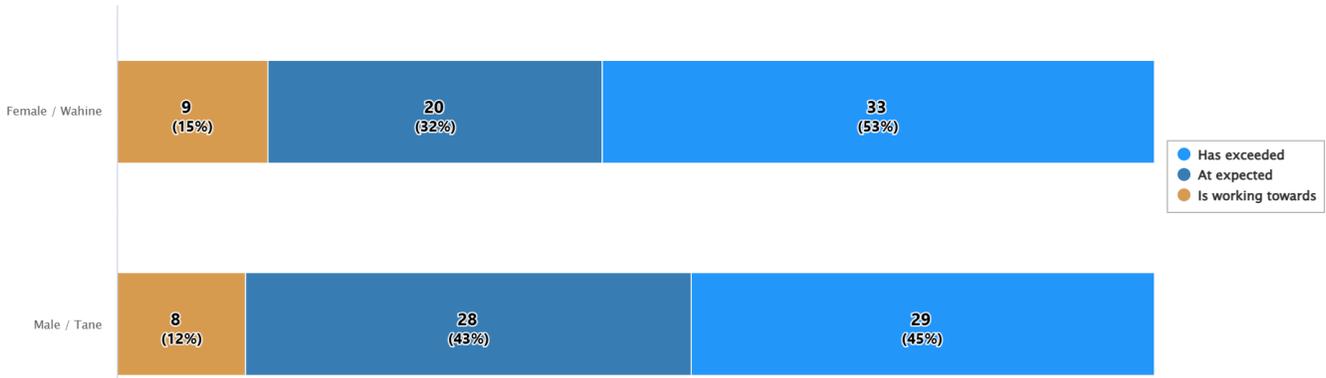
Reading End of Year Data 2024:

Reading Term 4 - 2024 - 100% Bar Chart



Reading Term 4 - 2024 - 100% Bar Chart

Split By: Gender



Reading Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Maori



What do we See?

Are there any patterns, trends, highs, lows?

- 85% of our children have exceeded or are at their expected curriculum level for this time of the year. This is up from 74% from mid-year.
- The percentage of boys (88%) and girls (85%) working at or above their expected levels are very similar.
- We have a very high percentage of our learners exceeding the expected curriculum level in reading; 49%.
- We continue to see the gap widen between those achieving and those that are not. This is not seen in this graphic.
- Our Maori learners are doing well in reading

Why?

What are the factors? Why did this happen?

- We do have a large number of younger students who are in their first year of school who are 'at' their expected level at this stage of their school life. This may inflate our results across all areas.
- Of the students who did not meet the expected curriculum level 13 of them have extra programmes and interventions in place already.

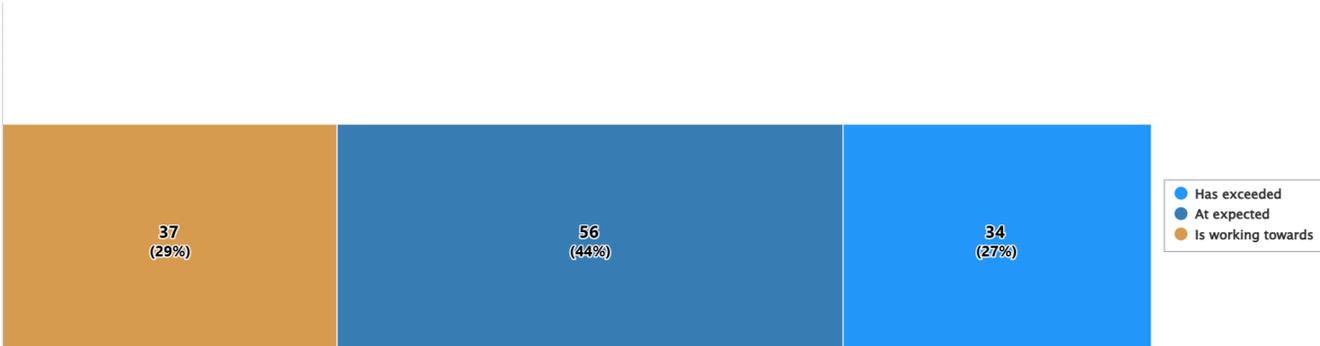
What Next?

What is our action plan?

- Incorporate the new curriculum into planning and our overall literacy teaching ensuring the science of learning and other elements are included in planning. This could require a change to planning formats.
- Share expertise within staff to sustain the BSLA teaching that is happening within the school.
- We have signed up to be part of a trial for BSLA training in the senior school. This will happen at the beginning of 2025 in the senior room. It is a 10 week trial through the University of Canterbury, as the junior BSLA was also.
- The teaching team in the junior school will have all been trained in BSLA next year. With 2 of the junior teachers experienced in this now and one who has started her journey this year. It is exciting to know there will be consistency over our junior school with the approach.

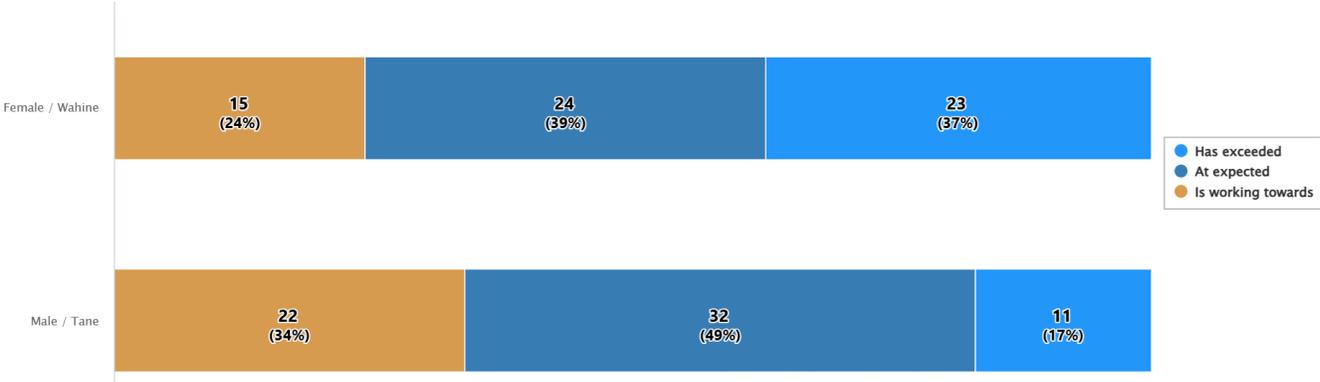
Writing End Year Data 2024:

Writing Term 4 - 2024 - 100% Bar Chart



Writing Term 4 - 2024 - 100% Bar Chart

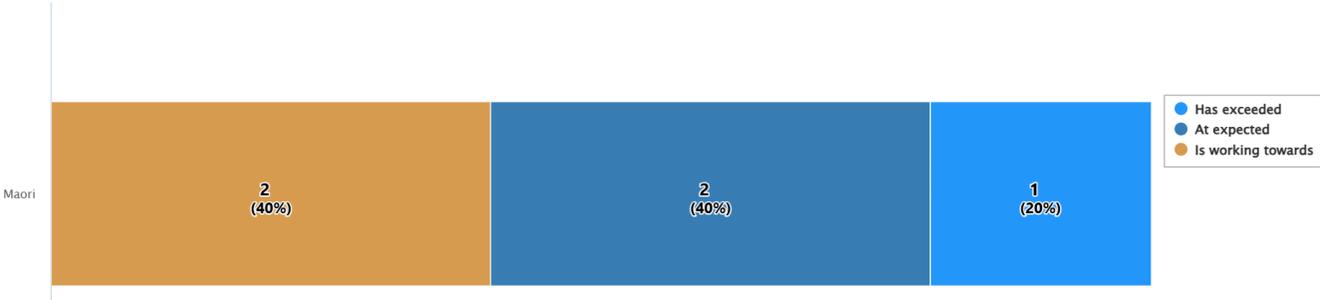
Split By: Gender



Writing Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Maori



What do we See?

Are there any patterns, trends, highs, lows?

- 71% of our children have exceeded or are at their expected curriculum level for this time of the year. This is up from 58% from mid-year.
- The percentage of boys (56%) and girls (76%) working at or above their expected levels show that there is an inequity in the achievement between genders.
- Of our senior boys (year 5-8) we have a high percentage who are not achieving to the expected levels for their age.
- We do not see any inequity between Maori and non Maori

Why?

What are the factors? Why did this happen?

- The data is showing us that our junior kids are achieving well. Part of this could be the BSLA approach.
- Engaging our senior boys in writing is difficult. Some of our boys are not engaged in their learning of the writing process.
- Utilising our TA to support the tier 2 students has had a positive impact in that middle area of the school.

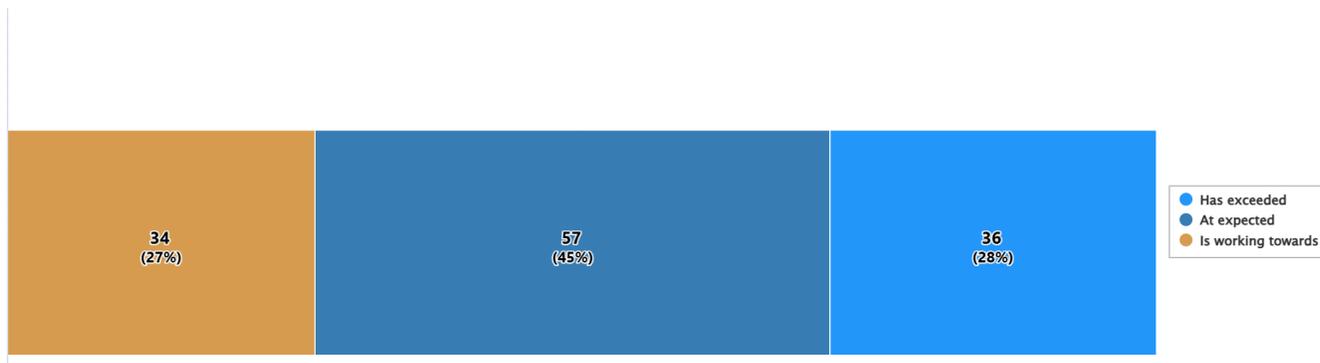
What Next?

What is our action plan?

- Look to continue the support of the tier 2 programme that our TA is running in that middle area of the school.
- Incorporate the new curriculum into planning and our overall literacy teaching ensuring the science of learning and other elements are included in planning. This could require a change to planning formats.
- Continue the use of Wordchain for those senior children who need support with writing.
- Continue to have a group of senior writers as part of the St Kevins extension group.
- We have signed up to be part of a trial for BSLA training in the senior school. This will happen at the beginning of 2025 in the senior room. It is a 10 week trial through the University of Canterbury, as the junior BSLA was also.
- The teaching team in the junior school will have all been trained in BSLA next year. With 2 of the junior teachers experienced in this now and one who has started her journey this year. It is exciting to know there will be consistency over our junior school with the approach.

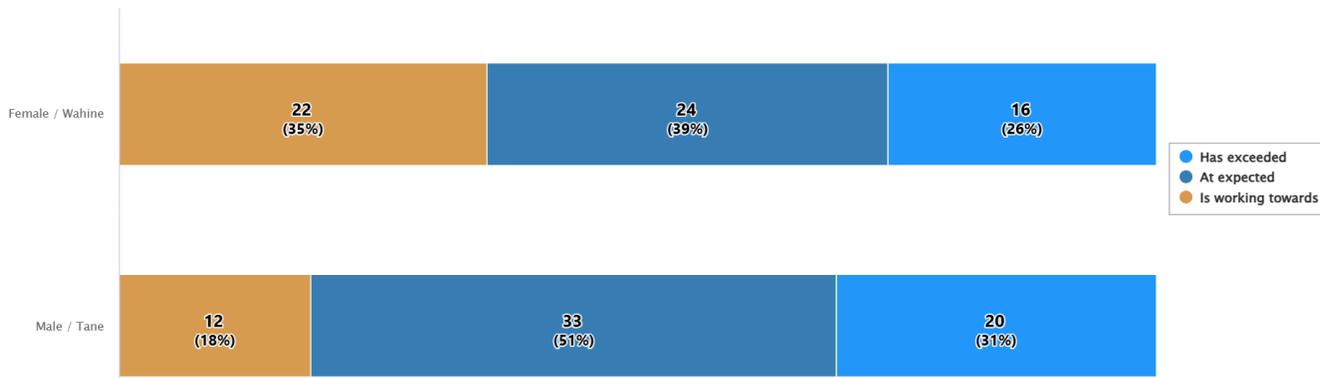
Mathematics End Year Term Data 2024:

Math Term 4 - 2024 - 100% Bar Chart



Math Term 4 - 2024 - 100% Bar Chart

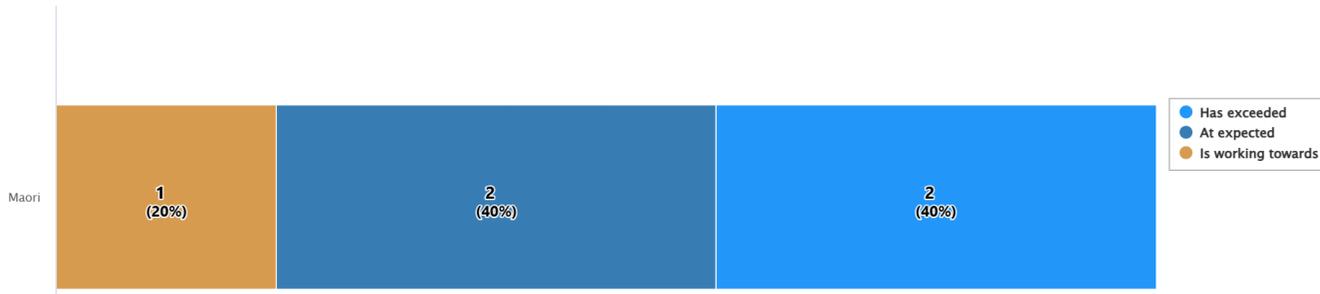
Split By: Gender



Math Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Maori



What do we See?

Are there any patterns, trends, highs, lows?

- 73% of our children have exceeded or are at their expected curriculum level for this time of the year. This is up from 63% from mid-year.
- The percentage of boys (82%) and girls (65%) working at or above their expected levels show that there is an inequity in the achievement between genders.
- We do not see any inequity between Maori and non Maori

Why?

What are the factors? Why did this happen?

- The use of a structured maths approach in our junior school has given structure to the teachers and a scope and sequence to follow.
- The St Kevins outreach programme has had a positive effect on the children involved in the senior room. This has been seen in their content knowledge but more importantly in their attitude towards maths and their learning in maths.
- A group of senior students attended a maths quiz which was run by WGHS. This again was something that had a positive impact on the attitude of some of the students who attended.

What Next?

What is our action plan?

- Incorporate the new curriculum into planning and our overall maths teaching ensuring the science of learning and other elements are included in planning. This could require a change to planning formats.
- Get to know the content and expectations of the new curriculum. There is a lot in it and the expectations are more advanced than the previous one.
- Incorporation of PRIME Maths into the school programme. We will not rush this.
- With the new curriculum coming in we will be looking at our long term plan and updating this to fit with the new curriculum.
- As part of professional learning in 2025 there will be a focus on the maths area. This is to ensure the new curriculum is incorporated effectively and the new resources are used the best we can. This will be a Kauai Ako wide focus so we will be able to gain from the collective knowledge and expertise.

Thoughts:

- I have concerns about the new curriculum and reporting to parents. We have not got any direction from the MOE around how we are to report in 2025. We have gone away from curriculum levels and the new expectations are framed around each year level. Are we expected to report on curriculum levels next year? If we are then this may require some explanation to our whanau as the expectations are higher. Some secondary maths teachers looked at the expectations of year 7&8 and commented that they were teaching the content in year 9&10. This is all well and good, but how it is communicated to whanau will be important.
- I hope a settled year in 2025 will be positive for our akonga/learners. With opening a new classroom mid year and a shuffle of teachers on reflection it was a little disruptive this year.



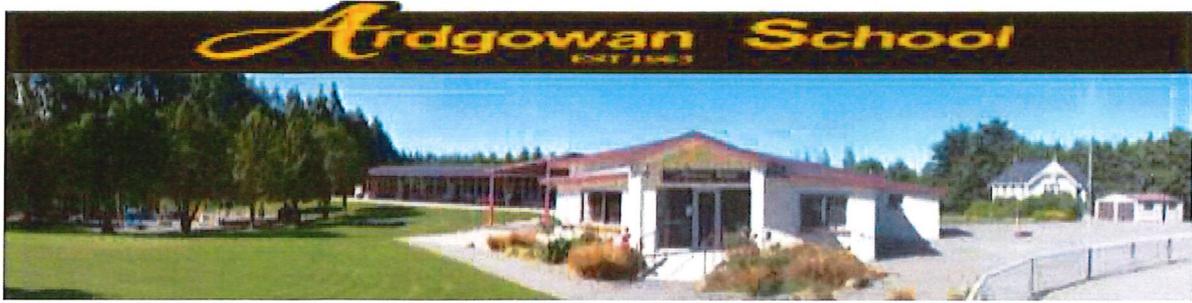
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Below are some of the actions that the Board completed over the 2024 year with regards to one of the major objectives of the board; giving effect to Te Tiriti o Waitangi:

Actions Towards giving effect to Te Tiriti o Waitangi:

- *To support our advancement with our ERO Evaluation, the floating unit for the remainder of the year has a focus on developing a strong culturally sensitive environment which is supported by an authentic local curriculum (Strategic Goal 2). Sarah Hattingh is working through an action plan that will support the school in developing and working through our ERO Evaluation Plan.*
- *I shared the Maori curriculum development that Dana and Sarah S have started to put together with a representative from the local runanga. Justin Tipa who is Kaiwhakahaere at Moeraki said the document looks great and he passed it on to Nola Tipa who is the education expert at Moeraki. She gave further feedback about how she likes the progressions and content. This document will continue to be developed.*
- *We are holding another Mihi Whakatau to welcome new whanau to the school community for Term 2. At the writing of this we had 5 adults and 2 children RSVP to the invite.*
- *As a staff we attended the Kahui Ako Teacher Only Day at Weston School. The day included speakers from the local runanga Moeraki and Waihao. The speakers told local purakau/stories of the areas that are of significance to them and our area.*
- *I attended the second Te Tiriti workshop that was run by Jess Tuhega from the New Zealand trustees association. Reflections from the sessions for me were around how can we as a school ensure you, our BOT members are exposed and can experience more about Te Ao Maori - the Maori world.*
- *Our Kapa Haka group participated at the Matariki Hui Ako. Sarah S and Sonya did a great job in preparing the children and they sounded fantastic.*
- *Sarah H has gathered student voice from Maori students about their thoughts on being Maori and how we cater for them. The one thing that came out was that they did not identify school as a place they heard Te Reo. This is something we would like to change.*
- *Sarah has continued work on the Ardgowan School Tikanga document. She has taken a lot from her inclusion into the MAC Kaiako group. Next year we are looking at having a hui where both Tumuaki and Kaiako will come together to meet.*
- *A blessing of the new structure will occur at our prizegiving. David Higgins has agreed to come along and bless the building to ensure it is ready for the community to use.*
- *The Principal is part of the Te Kahui o te tai Araiteuru- MAC cluster.*
- *The principal's well-being payment for 2024 was used for the principal to travel to Waitangi for the National MAC Conference to hear the stories of the local Iwi.*
- *We have chosen to adopt the Better Start Literacy Approach as a structured literacy approach across our school. We will actively look into any further PLD opportunities with BSLA and the UNiversity of Canterbury. Part of the decision to adopt this approach is the fact that it is a culturally responsive approach to structured literacy. It has Te Reo incorporated throughout the programme and also culturally appropriate. In initial research findings it showed that Maori and Pasifika students showed greater growth in baseline school entry assessment when comparing them to other students.*



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11th March 2025

Compliance with the Good Employer Policy

To Whom it may concern,

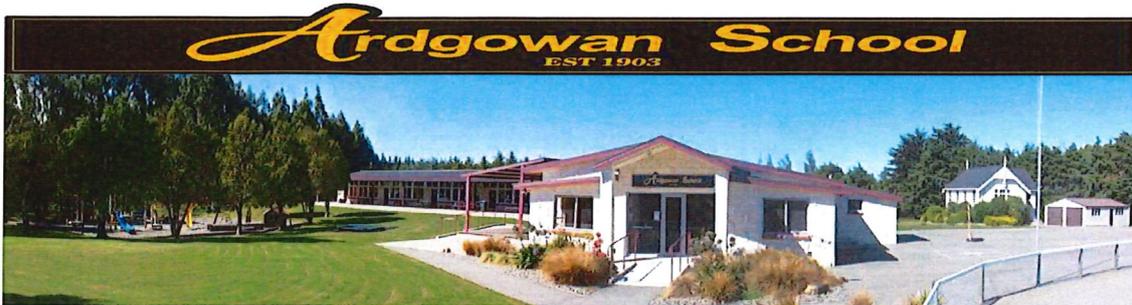
The Ardgowan School Board of Trustees gives its assurance that Compliance with the Good Employer Policy has been met, in particular:

The School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
- Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice;
- Is a good employer and complies with all conditions included within employee contracts;
- Ensures all employees are treated fairly, without bias or discrimination;
- Meets all EEO requirements.

Signed: _____  Principal

Signed: _____  Board of Trustees Presiding
Member



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Kiwisport Statement 2024

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2024, the school received a total Kiwisport funding of 2047.96 GST exclusive.

The funding was spent at the Waitaki Aquatic Centre to enable every student in the school to receive a week's worth of swimming lessons free of charge.

The number of students participating in organised sport was 111.

Ryan Fraser
Principal
Ardgowan School