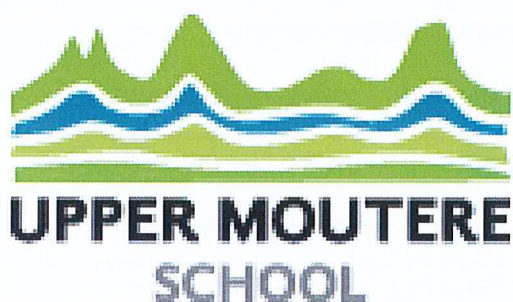


UPPER MOUTERE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



Ministry Number: 3229
Principal: Heidi Olykan
School Address: Main Road, Upper Moutere
School Postal Address: P O Box 38, Upper Moutere, 7144
School Phone: 03-5432798
School Email: office@uppermoutere.school.nz
Accountant/Service Provider: Accounting for Schools Limited

UPPER MOUTERE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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UPPER MOUTERE 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.

ROBERT HOLLYMAN

Full Name of Presiding Member

Heidi Olykan

Full Name of Principal



Signature of Presiding Member



Signature of Principal

15/07/2025

Date:

15/07/2025

Date:



UPPER MOUTERE 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	1,103,140	1,109,313	1,231,389
Locally Raised Funds	3	57,354	47,070	85,407
Interest		21,971	8,000	18,334
		1,182,465	1,164,383	1,335,130
Expenses				
Locally Raised Funds	3	39,504	26,150	45,700
Learning Resources	4	722,276	829,626	807,146
Administration	5	89,835	83,688	78,686
Interest		1,458	-	432
Property	6	394,891	277,754	317,494
		1,247,964	1,217,218	1,249,458
Net Surplus / (Deficit)		(65,499)	(52,835)	85,672
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(65,499)	(52,835)	85,672

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

UPPER MOUTERE SCHOOL
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	2024	2024	2023
Notes	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Balance at 1 January	484,055	484,055	387,100
Total comprehensive revenue and expense for the year	(65,499)	(52,835)	85,672
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	11,283
Equity at 31 December	418,556	431,220	484,055
Accumulated comprehensive revenue and expense	418,556	431,220	484,055
Equity at 31 December	418,556	431,220	484,055

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.

UPPER MOUTERE 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	47,159	352,781	50,385
Accounts Receivable	8	56,793	50,000	68,370
GST Receivable		14,080	10,000	10,106
Prepayments		4,339	3,000	4,127
Inventories	9	-	200	-
Investments	10	306,954	-	330,583
Funds receivable for Capital Works Projects	15	3,349	-	-
		<u>432,674</u>	<u>415,981</u>	<u>463,571</u>
Current Liabilities				
Accounts Payable	12	70,153	68,000	67,161
Provision for Cyclical Maintenance	13	43,109	3,000	13,500
Finance Lease Liability	14	6,326	635	2,668
Funds held for Capital Works Projects	15	-	-	2,291
		<u>119,588</u>	<u>71,635</u>	<u>85,620</u>
Working Capital Surplus		313,086	344,346	377,951
Non-current Assets				
Property, Plant and Equipment	11	136,351	114,574	135,278
		<u>136,351</u>	<u>114,574</u>	<u>135,278</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	5,073	22,700	27,850
Finance Lease Liability	14	18,221	5,000	1,324
		<u>23,294</u>	<u>27,700</u>	<u>29,174</u>
Net Assets		<u>426,143</u>	<u>431,220</u>	<u>484,055</u>
Equity		<u>418,556</u>	<u>431,220</u>	<u>484,055</u>

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

UPPER MOUTERE SCHOOL

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		316,474	209,313	306,681
Locally Raised Funds		63,248	6,412	81,277
Goods and Services Tax (net)		(3,971)	102	(497)
Payments to Employees		(199,971)	(24,023)	(148,556)
Payments to Suppliers		(214,762)	(200,645)	(225,020)
Interest Paid		(1,458)	-	(432)
Interest Received		23,370	11,886	15,706
Net cash from / (to) the Operating Activities		(17,070)	3,045	29,159
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(60,851)	(19,301)	(19,557)
Purchase of Investments		23,629	330,583	(63,748)
Net cash from / (to) the Investing Activities		(37,222)	311,282	(83,305)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(11,283)	11,283
Finance Lease Payments		49,119	1,643	(11,452)
Financing Activities		1,947	(2,291)	(26,199)
Net cash from Financing Activities		51,066	(11,931)	(26,368)
Net increase/(decrease) in cash and cash equivalents		(3,226)	302,396	(80,514)
Cash and cash equivalents at the beginning of the year	7	50,385	50,385	130,899
Cash and cash equivalents at the end of the year	7	47,159	352,781	50,385

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense and other notional items have been excluded.

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

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Upper Moutere 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives; Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

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

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

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

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

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprise of stationery and 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.

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

k) 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 for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

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

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

o) 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 Revenue and Expense.

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

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

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

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

r) 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.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

t) 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.

u) 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 Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

UPPER MOUTERE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants – Ministry of Education	318,054	209,313	306,646
Teachers' Salaries Grants	512,612	700,000	645,412
Use of Land and Buildings Grants	272,280	200,000	279,296
Other Government Grants	194	-	35
	1,103,140	1,109,313	1,231,389

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 & Bequests	15,150	4,000	12,193
Fees for Extra Curricular Activities	9,562	13,620	26,090
Trading	6,487	3,110	1,814
Fundraising & Community Grants	4,922	3,200	21,159
Other Revenue	21,233	23,140	24,151
	57,354	47,070	85,407
Expenses			
Extra Curricular Activities Costs	6,059	13,100	30,245
Trading	1,578	670	1,100
Fundraising and Community Grant Costs	324	1,130	2,907
Other Locally Raised Funds Expenditure	31,543	11,250	11,448
	39,504	26,150	45,700
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	17,850	20,920	39,707

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	18,832	36,560	21,337
Depreciation	31,212	40,000	35,167
Information and Communication Technology	2,424	2,300	3,507
Other Learning Resources	1,792	2,350	1,659
Employee Benefits - Salaries	658,977	732,716	740,215
Staff Development	9,039	15,700	5,261
	722,276	829,626	807,146

UPPER MOUTERE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Audit Fee	7,707	6,656	5,785
Board Fee and Expenses	8,227	10,000	5,988
Operating Lease	4,675	-	600
Other Administration Expenses	8,948	12,160	10,923
Employee Benefits - Salaries	51,195	47,872	46,244
Insurance	2,153	1,800	2,067
Service Providers, Contractors and Consultancy	6,930	5,200	7,079
	<u>89,835</u>	<u>83,688</u>	<u>78,686</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Consultancy and Contract Services	41,575	37,554	34,169
Cyclical Maintenance Provision	13,869	12,000	7,075
Cyclical Maintenance Adjustment	-	-	(58,514)
Heat, Light and Water	19,549	18,000	20,592
Repairs and Maintenance	26,935	1,000	19,802
Use of Land and Buildings	272,280	200,000	279,296
Other Property Expenses	18,285	9,200	13,522
Employee Benefits - Salaries	2,398	-	1,552
	<u>394,891</u>	<u>277,754</u>	<u>317,494</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 Current Account	18,995	352,781	26,857
Bank Call Account	28,164	-	23,528
Cash and cash equivalents for Cash Flow Statement	<u>47,159</u>	<u>352,781</u>	<u>50,385</u>

Of the \$47,159 Cash and Cash Equivalents, \$7,587 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

UPPER MOUTERE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	3,448	50,000	9,342
Receivables from the Ministry of Education	1,774	-	-
Interest Receivable	2,487	-	3,886
Teacher Salaries Grant Receivable	49,084	-	55,142
	<u>56,793</u>	<u>50,000</u>	<u>68,370</u>
Receivables from Exchange Transactions	5,935	50,000	13,228
Receivables from Non-Exchange Transactions	50,858	-	55,142
	<u>56,793</u>	<u>50,000</u>	<u>68,370</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	-	200	-
	<u>-</u>	<u>200</u>	<u>-</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	306,954	-	330,583
Total Investments	<u>306,954</u>	<u>-</u>	<u>330,583</u>

UPPER MOUTERE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	61,006	1,688	-	-	(7,617)	55,077
Furniture and Equipment	25,401	3,589	-	-	(6,759)	22,229
Information Technology	27,016	715	-	-	(8,397)	19,334
School House	6,382	-	-	-	(754)	5,628
Leased Assets	3,851	26,203	-	-	(6,226)	23,828
Library Resources	11,622	92	-	-	(1,459)	10,255
Balance at 31 December 2024	135,278	32,287	-	-	(31,212)	136,351

The net carrying value of equipment held under a finance lease is \$23,828 (2023: \$3,851).

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
Land						
Buildings						
Building Improvements	255,265	(200,188)	55,077	253,576	(192,570)	61,006
Furniture and Equipment	234,144	(211,915)	22,229	230,558	(205,157)	25,401
Information Technology	97,645	(78,311)	19,334	96,929	(69,913)	27,016
School House	26,809	(21,181)	5,628	26,810	(20,428)	6,382
Leased Assets	57,446	(33,618)	23,828	86,009	(82,158)	3,851
Library Resources	22,445	(12,190)	10,255	22,353	(10,731)	11,622
Balance at 31 December	693,754	(557,403)	136,351	716,235	(580,957)	135,278

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	14,509	10,000	6,646
Accruals	5,138	-	3,938
Employee Entitlements - Salaries	49,084	58,000	55,142
Employee Entitlements - Leave Accrual	1,422	-	1,435
	70,153	68,000	67,161
Payables for Exchange Transactions	70,153	68,000	67,161
	70,153	68,000	67,161

UPPER MOUTERE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

13. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Provision at the Start of the Year	41,350	41,350	100,415
Increase/ (decrease) to the Provision During the Year	13,869	12,000	7,075
Other Adjustments	-	-	(58,514)
Use of the Provision During the Year	(7,037)	(27,650)	(7,626)
Provision at the End of the Year	48,182	25,700	41,350
Cyclical Maintenance - Current	43,109	3,000	13,500
Cyclical Maintenance - Non Current	5,073	22,700	27,850
	48,182	25,700	41,350

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 schools cyclical maintenance plan prepared by a Ministry engaged consultant.

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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
No Later than One Year	8,431	1,385	3,409
Later than One Year and no Later than Five Years	21,289	5,250	887
Future Finance Charges	(5,173)	(1,000)	(304)
	24,547	5,635	3,992
Represented by			
Finance lease liability - Current	6,326	635	2,668
Finance lease liability - Non Current	18,221	5,000	1,324
	24,547	5,635	3,992

UPPER MOUTERE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

15. Funds Held for Capital Works Projects

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

	2024	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions / Write Off	Closing Balances \$
Bathroom Ceiling Project	250,588	-	7,587	(7,587)	-	-
Site Entrance, Landscaping & Slide	222166	1,604	11,169	(18,021)	5,248	-
Library upgrade & Roofing Repairs	240458	687	-	-	(687)	-
Autex (244998)	244998	-	9,953	(9,923)	(30)	-
Roofing, Electrical & Cladding Replacement	244996	-	49,834	(53,183)	-	(3,349)
Windows & Doors Replacement (Library) (244997)	244997	-	71,729	(71,729)	-	-
Totals		2,291	150,272	(160,443)	4,531	(3,349)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	(3,349)
	(3,349)

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Site Entrance, Landscaping & Slide	222166	28,490	-	(26,886)	-	1,604
Library upgrade & Roofing Repair	240458	-	34,915	(34,228)	-	687
Water Project Upgrade			10,341	(11,489)	1,148	-
Totals		28,490	45,256	(72,603)	1,148	2,291

Represented by:

Funds Held on Behalf of the Ministry of Education	2,291
Funds Due from the Ministry of Education	-
	2,291

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

16. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

Heidi Olykan is a Trustee of the Board and also owns Splashworks Plumbing, Gas & Heating Limited. During the year the School contracted Splashworks to provide services. The total value of all transactions for the year was \$18,986 and no amount is outstanding as at balance date (2023: \$Nil).

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,400	2,800
<i>Leadership Team</i>		
Remuneration	316,170	367,578
Full-time equivalent members	3	3
Total key management personnel remuneration	318,570	370,378
Total full-time equivalent personnel	3	3

There are 5 members of the Board excluding the Principal. The Board had held 9 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	80 - 90	-
Benefits and Other Emoluments	2 - 3	-

UPPER MOUTERE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

17. Remuneration (cont.)

Principal 2

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
Benefits and Other Emoluments	-	10 - 20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1	1
110 - 120	-	1
	1	2

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. 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

In 2024 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2024. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2024. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2025.

UPPER MOUTERE SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

20. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had no capital commitments (2023: \$14,423).
The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Cash and Cash Equivalents	47,159	352,781	50,385
Receivables	56,793	50,000	68,370
Investments - Term Deposits	306,954	-	330,583
Total Financial assets measured at amortised cost	410,906	402,781	449,338

Financial liabilities measured at amortised cost

Payables	70,153	68,000	67,161
Finance Leases	24,547	5,635	3,992
Total Financial Liabilities Measured at Amortised Cost	94,700	73,635	71,153

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF UPPER MOUTERE SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of UPPER MOUTERE SCHOOL (the School). The Auditor-General has appointed me, Talia Anderson-Town using the staff and resources of Silks Audit Chartered Accountants 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 2 to 21, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 15 July 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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 26 to 54, 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.

Talia Anderson-Town

Talia Anderson-Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

UPPER MOUTERE SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Term expired/expires
Andy Marr	Presiding Member	Elected	May 2025
Heidi Olykan	Acting Principal		
Toby Ammundsen	Staff Rep	Co-Opted Feb 2024	May 2025
Iwao Fujii	Parent Rep	Elected	May 2025
Jane Chisnall	Parent Rep	Elected	May 2025
Andi Pannell	Parent Rep	Elected	May 2025

UPPER MOUTERE SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2024 the School received funding of \$1,350 (2023: \$1,362).

The funding was spent on tennis tuition, tennis competition and Top Team.

As the tennis tuition was carried out through all levels of the school and as was Top Team, this funding reached all our 112 students.

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Upper Moutere School Board:

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



UPPER MOUTERE SCHOOL

Upper Moutere School Annual Report 2024

Contents:

Principal Report (including use of Kiwi sport fund and how we give effect to Te Tiriti o Waitangi)

Student Achievement Analysis

Analysis of Variance of Annual Plan

School karakia –

E Kore E Kore
E Pō E Pō
E Ao E Ao
Tākiri mai te Ata
Kōrihi te Manu
Tino Awatea
Ka Ao Ka Ao
Ka Awatea
Tihei Mauri Ora

The void, the nothing, the potential
Many layers of night and unknown
The light, the world of becoming
The flesh of the sky is painted
Birds chorus greetings and awe
Light and enlightenment
It is the world forming anew
The dawn is here, a new day
This is life in full vitality

Principal's Report

Upper Moutere School is operating in its 167th year, since it was established in 1857 by German settlers. We proudly still operate out of one of the original Neudorf school buildings for our Music classes, one of the oldest operating classrooms in New Zealand.

Our purpose remains the same, to ensure our children are lifelong learners who are curious, creative and confident. We encourage and recognise our school values of Respect, Responsibility and Pride in all that we do.

We are a state funded, co-educational full primary school, catering to all learners in Years 0 to 8. Our roll has been steadily decreasing over the years with changes in the demographics of our local community. 2024 ended with us farewelling 8 Year 8 leavers, and looking forward to 8 brand new, year 1 learners starting with us on day one of term 1 in 2025. Our school roll ends on 83 in 2024, and we start the 2025 year with 85.

We began the 2024 year with an informal whanau picnic and sausage sizzle, combined with our Meet The Teacher evening. This was very well attended and spoke to our intention to invite and include our whanau in as many opportunities within school as possible. This continued throughout the year as we sought opportunities to extend a welcome to our whanau – both formal and informal.

We are grateful to the SUMS team this year who headed up an amazing working bee, school disco, and school movie night. They were also actively involved in our Matariki celebration. We were grateful for the ongoing support of whanau who assisted with transport and supervision for many of our school events.

We were able to celebrate our school in Cross Country, Athletics, Speech Competition, Rockfest, Science Roadshow, Tennis Tournaments, Writers Workshops, Environmental learning, Wellbeing with St. Johns, Summer and Winter Sports tournaments and of course the end of year Production. Our children took part in many varied sporting opportunities throughout the year, including, but not limited to, rugby, miniball, volleyball, cricket, hockey, football, dance and netball.

Kiwisport funding was used this year to support our learners in a wide variety of sporting pursuits. We were able to use this funding to provide all learners at school access to regular, weekly sporting sessions through Daniel Hobbs at Sport Tasman. Daniel provided a well organised, fun and interactive physical learning session for every child, once a week for Terms 3 and 4. Staff are all keen to secure this funding to access Daniel and Sport Tasman again in 2025. We also used the funding to employ Vanessa from Nelson tennis to allow each child access to tennis lessons at school.

Although we are a small rural school, the opportunities for our children to explore in all areas of learning is catered for. Our onsite Music lessons provided by Cushla and Brett are a huge asset for our school, with 3 bands representing the school at Rockfest this year, and two music evenings held for whanau to share and celebrate with us. Approximately 30% of our school take part in music lessons. Lessons are offered in ukulele, guitar, bass, drums, keyboard, vocals and piano.

We explored our Local curriculum with the support of Lara Hania and local purakau (local stories). We visited and explored Te Maatu, Riuwaka resurgence and Tu Ao Wharepapa as a school. We learnt about the local purakau that identify and explain each unique local area. This was funded through the Principal Wellbeing fund and also through the support of our parent community.

Through our Cultural connections and local curriculum (referred to above) we endeavour to give effect to Te Tiriti o Waitangi. We are aware of, and discuss our Maori students and their progress and achievement, we introduce and use Te Reo Maori in all learning spaces to make it part of the every day culture of our school. Our children are familiar with our school mihi, karakia and whakatauki, as shared at weekly Monday Morning hui. We have initiated communication with our iwi landlords in Marlborough (Rangitane O Wairau) and hope to have a positive relationship with them when resources allow. We are working in with another local school to build this connection. Through our work unpacking Nga Kawatau me tumanakotanga o te tauihu, we are learning to implement the aspirations of our local iwi into our school curriculum. One of our junior school teachers successfully completed a study leave year in Te Reo maori and has returned to school to grow a junior Kapa haka group alongside our Senior kapa Haka group. Our children learn and use waiata as part of the tikanaga around the process of Powhiri. As a kura we continue to grow and learn in this area to make Te Tiriti evident, and authentic in our space.

As a staff we began to unpack the Nga Kawatau document. This outlines the aspirations and expectations of the iwi of Te Tau ihu. We began to explore this document and have set ourselves goals for 2025 implementation and further exploration. This is part of our cultural competency learning, alongside our effort to extend relationship between our local iwi and our tangata whenua landlords of Rangitane o Wairau in Marlborough. We worked alongside Lara Hania again this year to further engage in cultural competency through purakau – the retelling of local stories. All staff and students thoroughly enjoyed this learning, and we aim to continue this focus on purakau as a school, with links to Nga Kawatau in the 2025 year. We also aim to join with the newly appointed principal at Lower Moutere School to visit our tangata whenua landlord iwi in 2025.

We are proud of our senior leaders who step up into areas of responsibility across the school. Students from Years 6 to 8 opt in to become sports captains, where they gather and share results from weekend sport and activities at our Monday Morning hui. They are also included as

senior buddies where they demonstrate the Tuakana teina values of manaakitanga for incoming new entrant students. This involves visits to the local preschools to meet and support their buddy in learning, and then reciprocate that again in the classroom environment during school visits and first days at school.

Year 7 and 8 students get opportunities to be House leaders who take responsibility for organizing and running the varied house events throughout the year. They also take part in a leadership programme that allows them to work toward bronze, silver and gold leadership capabilities and recognition.

Our Learning support register has grown this year as we identify and cater to a range of varying needs of learners from across the school. We are grateful for the support of our LSC (Learning Support Co-Ordinator) Kelvin Hardaker, who took on this role in Term 2 2024. Kelvin supports in many ways including observation and assessment of needs, support with whanau, development of Individual Education Plans and transition plans for learners. We currently have 12 learners at Tier 1, 7 learners at Tier 2 and 2 learners at Tier 3. This is a total of 21 learners across the school. These learners are supported by specialist 1:1 teacher help (funded by the Board of Trustees), 1:1 and small group teacher aide support (Funded by the BOT and also through RTLB, and MOE special Education). We have had connections and some support from Oranga Tamariki, The Nelson Clinic (clinical psychologist), RTLB, Ministry of Education Special Education and CAMHS throughout the 2024 school year. We will continue to work with RTLB, Ministry of Education Special Education, Oranga Tamariki and our LSC in the 2025 year. We have already applied for ESOL funding and ICS funding for 2025.

We have also been supported by our local school chaplain Tessa Werner. Tessa plays an important role supporting children with their social and emotional learning and interaction at school. Tessa works with individual and also small groups of children. We are very grateful for this ongoing support as it fills a very much needed gap in our supports for learners. Tessa is supported through the youth trust.

As a school we continued to be a part of Kahui Ako Ki Motueka. The support of all principals in this group has been incredibly valuable for me personally, as a first time Principal, and they have all been welcoming and supportive, willing to share advice and knowledge across a wide variety of areas. Staff have benefitted from Kahui Ako organized PLD in Mathematics, Neuro diverse learners and the NZ Curriculum refresh. The Kahui has also organized regular focus group learning sessions where staff were able to opt into areas of interest, such as mathematics, structured literacy, Physical Education and Special education learning. We had the support of an AST if needed, however we did not need this additional support within our school. We intend to work alongside our Kahui further in 2025 as we engage in professional learning around the refreshed NZ curriculum.

The year 7 and 8 students continue to attend MOTEC sessions, held at Parklands School in Motueka. MOTEC introduced a new Head Teacher this year, and we have seen a huge increase in enthusiasm and engagement for our students attending MOTEC. This has been pleasing for staff and students. Students take part in Hard materials, soft materials, digital technology and food technology whilst attending MOTEC. The learning at MOTEC complements and builds on the technology and STEAM based learning that occurs at school.

Our staff have worked extremely hard this year to build on success of previous years and teachers. They have taken on board new expectations of cultural competency, structured literacy and the refreshed curriculums with professionalism, and with the interest of the children at the core. We have celebrated academic success in our core curriculum areas and parents have expressed their gratitude for learning progress and successes. I am grateful to the staff for their acceptance of a new Principal and the support they have given as I learn this new role. Our staff are excellent practitioners who truly care for and value the children and whanau of our school. For that, I am extremely grateful. Our support staff continue to impress also with the care that they give to our individual learners. As a school we really could not operate without Saree in our office, and the support of Yvette, Bridget and Zara in our classroom learning spaces. They are a real asset. Zara will begin her Teacher training in 2025 under a new programme for teacher aides who wish to train as teachers. As a commitment to this Zara currently hold additional teacher aide hours and will work alongside Jaki as her mentor teachers.

Thanks also go to our Board of Trustees for their unwavering support and commitment to ensuring that Upper Moutere School is a safe, stimulating and fun, very well-resourced place to learn and grow.

We are grateful for the time and support over many years to Jane Penno-Chisnall and Andy Marr as they step down from their roles on the BOT this year. We also welcome and thank Bob Hollyman and Grace Barnett for stepping into new positions on the Board.

Student Achievement analysis

Achievement Data – report – Comparative Term 1 and 3 2024

Term 1 Reading OTJ - Whole School

Beyond

At

Toward

Y0		100% (<u>1</u>)	
Y1	10% (<u>1</u>)	70% (<u>7</u>)	20% (<u>2</u>)
Y2	25% (<u>3</u>)	58% (<u>7</u>)	17% (<u>2</u>)
Y3	22% (<u>2</u>)	67% (<u>6</u>)	11% (<u>1</u>)
Y4	75% (<u>3</u>)	25% (<u>1</u>)	
Y5	50% (<u>6</u>)	42% (<u>5</u>)	8% (<u>1</u>)
Y6	14% (<u>1</u>)	57% (<u>4</u>)	29% (<u>2</u>)
Y7	21% (<u>3</u>)	57% (<u>8</u>)	21% (<u>3</u>)
Y8	63% (<u>5</u>)	38% (<u>3</u>)	
<i>Totals</i>	31.2% 24	54.5% 42	14.3% 11

85.7% of our students are achieving AT or BEYOND expectation in Reading.

Of those who are working toward expectation – all of them are identified as priority learners by staff and many have IEP plans in place if SLD have been identified.

Term 3 Reading OTJ – Whole School

10589	Learning beyond	Learning at	Learning towards
Y0		100% (4)	
Y1	9% (1)	64% (7)	27% (3)
Y2	83% (10)	8% (1)	8% (1)
Y3	20% (2)	70% (7)	10% (1)
Y4	40% (2)	40% (2)	20% (1)
Y5	55% (6)	36% (4)	9% (1)
Y6	13% (1)	50% (4)	38% (3)
Y7	21% (3)	57% (8)	21% (3)
Y8	63% (5)	38% (3)	
Totals	36.1% 30	48.2% 40	15.7% 13

84.3% of our students are achieving AT or BEYOND expectation in Reading. Despite having a lower percentage of children achieving at this level, the number of students has increased from 66 to 70 students.

We also gained two additional students to our school who came with very complex needs, in the year 4 and year 6 areas, hence the increase in children working toward expectation.

It is pleasing to see the continuation of accelerated learning in the year 2 area, with an increase of 7 children now achieving beyond expectation in Reading.

We will continue to prioritize additional support for those children who continue to work toward expectation, and those with additional learning needs. All children who are already identified as working toward expectations have intervention plans and additional support in place.

We noted that out of our 13 children who are working toward in Reading, 9 of these are male, and 4 are female. This is a cohort we would like to focus on and track going forward.

Term 1 Writing OTJ - Whole School

	Beyond	At	Toward
Y0		100% (<u>1</u>)	
Y1	10% (<u>1</u>)	60% (<u>6</u>)	30% (<u>3</u>)
Y2	17% (<u>2</u>)	58% (<u>7</u>)	25% (<u>3</u>)
Y3	11% (<u>1</u>)	78% (<u>7</u>)	11% (<u>1</u>)
Y4	50% (<u>2</u>)	50% (<u>2</u>)	
Y5		92% (<u>11</u>)	8% (<u>1</u>)
Y6	14% (<u>1</u>)	71% (<u>5</u>)	14% (<u>1</u>)
Y7	7% (<u>1</u>)	64% (<u>9</u>)	29% (<u>4</u>)
Y8	25% (<u>2</u>)	75% (<u>6</u>)	
<i>Totals</i>	13% 10	70.1% 54	16.9% 13

83.1% of our children are achieving AT or BEYOND expectation in Writing, a total of 64 students.

Again, of those children who are achieving toward expectation, Teachers are aware of their learning needs.

The structured literacy programme is having a very positive effect on learners, particularly in the year 0-3 children in their foundational years.

10591	Learning beyond	Learning at	Learning towards
Y0		100% (4)	
Y1	9% (1)	64% (7)	27% (3)
Y2	83% (10)	8% (1)	8% (1)
Y3	20% (2)	60% (6)	20% (2)
Y4	40% (2)	40% (2)	20% (1)
Y5	27% (3)	64% (7)	9% (1)
Y6	13% (1)	63% (5)	25% (2)
Y7	14% (2)	57% (8)	29% (4)
Y8	50% (4)	50% (4)	
<i>Totals</i>	30.1% 25	53% 44	16.9% 14

83.1% of our children are achieving AT or BEYOND expectation in Writing. A total of 69 students.

It is pleasing to see the improvements in the senior school (year 7 and 8), with 3 students moving from AT expectation to ABOVE expectation in Writing, and also in the Year 5 group with 2 students moving from AT expectation to BEYOND for Writing.

Again the improvement in the year 2 band is exceptional, with 10 out of our 12 students achieving BEYOND expectation. This saw a movement of 8 students from AT expectation to BEYOND.

The increase in WORKING TOWARD is measured by 3 new students who joined our school with additional learning and behavioural needs. We noted that out of our 13 children who are working toward in Writing, 9 of these are male, and 4 are female. This is a cohort we would like to focus on and track going forward.

	Beyond	At	Toward
Y0		100% (<u>1</u>)	
Y1	10% (<u>1</u>)	70% (<u>7</u>)	20% (<u>2</u>)
Y2	17% (<u>2</u>)	58% (<u>7</u>)	25% (<u>3</u>)
Y3	22% (<u>2</u>)	67% (<u>6</u>)	11% (<u>1</u>)
Y4	50% (<u>2</u>)	25% (<u>1</u>)	25% (<u>1</u>)
Y5	25% (<u>3</u>)	67% (<u>8</u>)	8% (<u>1</u>)
Y6	14% (<u>1</u>)	71% (<u>5</u>)	14% (<u>1</u>)
Y7	31% (<u>4</u>)	23% (<u>3</u>)	46% (<u>6</u>)
Y8	56% (<u>5</u>)	33% (<u>3</u>)	11% (<u>1</u>)
<i>Totals</i>	26% 20	53.2% 41	20.8% 16

79.2% of our students are achieving AT or BEYOND expectation in Mathematics.

A new child arrived in Year 4 who is achieving toward the standard in all curriculum areas.

Teachers are aware of their individual students and their needs and all children working Toward expectation are in focus group learning situations. In some cases additional support from a TA is being given.

Teachers continue to undergo professional development in Mathematics learning.

10593	Learning beyond	Learning at	Learning towards
Y0		100% (4)	
Y1	18% (2)	73% (8)	9% (1)
Y2	50% (6)	42% (5)	8% (1)
Y3	40% (4)	50% (5)	10% (1)
Y4	40% (2)		60% (3)
Y5	27% (3)	64% (7)	9% (1)
Y6	13% (1)	63% (5)	25% (2)
Y7	29% (4)	43% (6)	29% (4)
Y8	50% (4)	50% (4)	
<i>Totals</i>	31.3% 26	53% 44	15.7% 13

84.3% of our students are achieving AT or BEYOND expectation in Mathematics. This is a huge shift in achievement of 5.1% across the school. It is impressive to see movement from children who were working toward in term 1, who are now achieving at the standard in the year 1, 2 and year 7 age group. A testament to the hard work of our teachers and students.

It is once again great to see the movement in our senior school with 100% of our year 8 students achieving AT or BEYOND expectation. We noted that out of our 13 children who are working toward in Mathematics, 6 of these are male, and 7 are female. This is a cohort we would like to focus on and track going forward.

Our NZ Maori students

Our NZ Maori students continue to track well comparatively with their peers. Our one NZ Maori student in Year 6 who is tracking toward expectation is currently enrolled with CAMHS and MOE Special Education support services. He has multiple learning needs and he has an IEP in place for him.

Comparatively over time, all other of our 7 students continue to make progress aligned with expectation for their year level.

87.5% of our NZ Maori students are achieving AT expectation in Reading and Writing

**Term 1 Reading OTJ
Admin NZ Maori**

10583	Learning beyond	Learning at	Learning towards
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y0		100% (1)	
Y1		100% (2)	
Y5	50% (1)	50% (1)	
Y6			100% (1)
Y7		100% (1)	
Totals:	12.5% 1	75% 6	12.5% 1

**Term 1 Writing OTJ
Admin NZ Maori 2024**

10585	Learning beyond	Learning at	Learning towards
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y0		100% (1)	
Y1		100% (2)	
Y5		100% (2)	
Y6			100% (1)
Y7		100% (1)	
Totals:		87.5% 7	12.5% 1

**Term 1 Maths OTJ
Admin NZ Maori 2024**

10587	Learning beyond	Learning at	Learning towards
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y			
Y0		100% (1)	
Y1		100% (2)	
Y5		100% (2)	
Y6		100% (1)	
Y7			100% (1)
Totals:		87.5% 7	12.5% 1

Annual Plan and Analysis of Variance 2024

Goal One: Effective Teaching and Learning

To further increase achievement across the school in Mathematics and Literacy by continuing to develop our Teaching and Learning programmes to meet the needs of our students through a balanced programme.

Success Measures:

Our Teachers are actively engaged in Professional Development and Professional Learning discussions in the areas of Structured Literacy and Mathematics.

Our Teachers discuss and support each other to have a clear progression of skills across all learning spaces within the school, utilising scope and sequence.

Our students are engaged in a balanced approach to Teaching and Learning in both Mathematics and Literacy.

Our students can identify and voice progress and next steps in their learning journey

.Our Teachers regularly reflect the RBL profile in their teaching and learning programmes and approaches.

Focus toward Goal	What we did Notes and reflections	Going Forward 2025 and beyond	Funding -Used or needed
Mathematics PLD – Terms 1, 2, 3	Split into 3 separate programmes. (Sarah Thomas Cognition Education) <ul style="list-style-type: none"> • Leadership • Building capacity • Unpacking the curriculum • Kieron Lattimer from MHS. Unpacked the number domains • Explored new curriculum (released 04/11/24) • Exploring new phases of curriculum. 	Developing an Upper Moutere School programme. – School Maths Leaders What does it look like across the school – coverage and implementation Work toward a student profile? What does it look like at each year level? Explore Mathematics assessment. How does this look? PAT or E-Asttle?	Additional time or in staff meeting? Kahui Ako paid for 2024 PLD in Mathematics.

	Continued to explore The Learner First – Rob Proffitt-White		
Kahui Focus	<p>Maths Focus group – Led by Kieron Lattimer from MHS - unpacking misconceptions. Developing strategies</p> <p>Beginning to develop consistency across the Kahui Ako</p> <p>AST Meeting notes shared across schools</p> <p>Kahui Principal hui – notes and information shared back</p>	Continue with Kahui Focus groups as offered to meet needs.	
TO Day – Kathryn Berkett	<p>Positive staff feedback</p> <p>Areas of learning:</p> <ul style="list-style-type: none"> • Trauma, • ADHD, • Developing empathy • Red brain/green brain • Anxious learners • Serve and return 	<p>Go visit and explore: independently?</p> <p>Explore Kathryn’s podcast</p> <p>I’ve got questions website- Pio Terei</p> <p>What happened to you? Book about trauma</p> <p>Develop a consistent, shared approach to engage and support those children who we have identified as having specific needs.</p>	<p>Kahui Ako funded TO day.</p> <p>MOE to fund future PB4L approach (\$5000 from MOE)</p>

		PB4L? consistent approach to supporting all learners?	
Staff Meetings	<p>Leadership capabilities – Toby and Suzanne began to explore coverage and implementing approaches from The Learner First – to feedback to staff.</p> <p>Exploring new MOE resources available</p>	<p>Developing an Upper Moutere School programme. – School Maths Leaders</p> <p>What does it look like across the school – coverage and implementation</p> <p>PLD follow up – Please pencil ourselves in to follow up at next staff meeting – agenda is open on Teams – please schedule self in. Share links and resources on minutes.</p>	
Structured Literacy - PLD	<p>The code course</p> <p>Little Learners Love Literacy – online webinars</p> <p>Ideal – online literacy learning. Programme to build on foundational structured literacy learning (beyond stage 7)</p> <p>Individualised Expert Teacher programmes – 1:1 target learners</p>	<p>If people want to upskill themselves – the Little learners love literacy webinars are available on websites.</p> <p>Utilise Ideal for individual learners programmes.</p> <p>Develop continuity throughout the school – build on previous years and previous teachers.</p> <p>Develop the scope and sequence for across the school, beyond LLLL</p>	<p>MOE funded PLD in 2024 – Staff withdrew from the course so school funded the 2 Teacher release days – used as CRT?</p> <p>Use of Ideal – cost for 2025 year? 2024 - \$297.85 1 x teacher subscription half year</p>

	<p>MOE funded Structured Literacy Learning – was not useful – presenter was not adequate, needs were not met, feedback given.</p> <p>Writing – “Write that essay” (The writer’s toolbox.)</p>	<p>Review new curriculum - Allocate time for review.</p> <p>Continue with Writer’s toolbox in the senior school?</p> <p>Utilising consistent assessment –</p> <ul style="list-style-type: none"> • The Code – spelling, vocabulary, rules etc. • Phonological awareness • Lisa – assessment of writing • E-Asttle – assessment of writing • Reading assessment – Running Records, PAT comprehension, E-asstle, PROBE, Reading progress – Teams, STAR • LLLL assessment • Dibbles? 	<p>Cost of Writer’s toolbox going forward – PLD? May be needed?</p> <p>LISA – writing assessment - \$1 per student for 2025 year. Free for 2024 trial.</p>
Reading	<p>Across the curriculum reading (senior school) Integrated</p> <p>Reading – To, By , With</p> <p>Big books, novels, journals, independent readers etc.</p>	<p>Reinstate buddy reading?</p> <p>Utilise Tuakana teina</p> <p>Empowering children through recording and listening back to their reading.</p>	<p>Use of Ideal – cost for 2025 year?</p> <p>2024 - \$297.85 1 x teacher subscription half year</p>

		Utilising purposeful technology. Reciprocal reading, aloud with others.	
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<p>Goal One: Effective Teaching and Learning</p> <p>To explore and utilise Ngā Kawatau me ngā Tūmanakotanga o Te Taihū as guidance as we develop our learning programmes to reflect the expectations and aspirations of local iwi, alongside the refreshed NZ curriculum and curriculum expectations in Reading, Writing and Mathematics.</p>			
<p>Success Measures:</p> <p>Our Teachers are actively engaged in Professional Development and Professional Learning discussions in the areas of Structured Literacy and Mathematics.</p> <p>Our Teachers discuss and support each other to have a clear progression of skills across all learning spaces within the school, utilising scope and sequence.</p> <p>Our students are engaged in a balanced approach to Teaching and Learning in both Mathematics and Literacy.</p> <p>Our students can identify and voice progress and next steps in their learning journey</p> <p>.Our Teachers regularly reflect the RBL profile in their teaching and learning programmes and approaches.</p>			
Focus toward Goal	What we did Notes and reflections	Going Forward 2025 and beyond	Funding -Used or needed
Cultural Competency PLD	Regular PLD sessions with Lara Hania.	Use goals from Nga Kawatau, identified by staff, and work	Kahui Ako funded Lara Hania for Cultural competency – continuing with this in 2025?

	<p>We visited Te Maatu, Riuwaka Resurgence, Tuao wharepapa – building Local curriculum Story telling. - Purakau with Lara</p> <p>Staff PLD unpacking Nga Kawatau – we began this processtogether – needsmore focus.</p> <p>Referred back to RBL</p> <p>Principal Te Reo and Tikanga learning</p>	<p>toward meeting these in terms of Nga Kawatau.</p> <p>Curriculum time – choose 1 purakau and unpack it – one purakau per term. Bringing the purakau to life for the children.</p> <p>Understand Purakau and what it means for the children.</p> <p>Consistent framework for pepeha across the school – How this could look at each year level.</p> <p>Shared expectations for staff and students.</p> <p>Link Nga Kawatau to themes or areas of focused learning</p>	<p>If Lara is utilized school would need to employ her. Cost? Availability?</p>
<p>Refreshed NZ Curriculum</p>	<p>Investigating and exploring New curriculum as it was made available.</p> <p>Staff discussion around choice of Maths resources.</p> <p>Shared discussion within Kahui</p>		<p>MOE funded TO day in curriculum refresh and changes -</p>

	Webinars attended		
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Goal One: Effective Teaching and Learning			
To continue to embed the RBL profile and North East Teaching practises in all learning spaces			
Success Measures:			
Our Teachers are actively engaged in Professional Development and Professional Learning discussions in the areas of Structured Literacy and Mathematics.			
Our Teachers discuss and support each other to have a clear progression of skills across all learning spaces within the school, utilising scope and sequence.			
Our students are engaged in a balanced approach to Teaching and Learning in both Mathematics and Literacy.			
Our students can identify and voice progress and next steps in their learning journey			
.Our Teachers regularly reflect the RBL profile in their teaching and learning programmes and approaches.			
Focus toward Goal	What we did Notes and reflections	Going Forward 2025 and beyond	Funding used or needed
Cultural Competency focus with Lara Hania	Regular PLD sessions with Lara Hania. We visited Te Maatu, Riuwaka Resurgence, Tuao wharepapa – building Local curriculum Story telling. - Purakau with Lara Staff PLD unpacking Nga Kawatau – we began this processtogether – needsmore focus.	Revisit purakau Link to RBL profile	Lara was funded through Kahui AKo

	Referred back to RBL		
NE Hui -	<p>Knowing the learners – understanding our learners and their whanau.</p> <p>Identifying individual students - discussion with RBL lens</p> <p>Chaned NE Huiday to allow formore staff toattend</p>	<p>Attach this to staff meeting agendas?</p> <p>Consistent and specific?</p> <p>1st 10 minutes of staff meeting?</p>	
Impact Coaching Observations	<p>We managed 1 observation.</p> <p>Ongoing communication, developing relationships.</p> <p>Knowing our learners as individuals - We practice much of this regularly, almost subconsciously.</p> <p>Recalled teaching practices -power sharing, utilising prior learning, co-construction, feedback and feed forward</p>	<p>Sharing and reflecting – Impact Coaching.</p> <p>NE hui – Reflecting back onto the RBL profile.</p> <p>A shared responsibility of children.</p> <p>Revisit some of the key points and strategies of what it means to teach to the RBL profile.</p> <p>Introduce the key concepts and the profile again.</p>	<p>Funding of release time to release Teachers to observe and impact coach in 2025.</p>

		Individualised programmes to meet needs of our learners. Awareness of bringing on new staff members. A refresh for all	
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Goal Two: Learners and their whānau at the centre			
Strengthen genuine partnerships with our whānau and community that will improve learner outcomes, by promoting attendance and engagement in all areas of learning.			
Success Measures:			
Our whānau and community are engaged and valued participants in the learning journey and success of Upper Moutere students. Students, Whānau, Staff and BOT all have a shared understanding of individual students needs and their learning journey. Opportunities are available for all, and support is given for financial hardship, social needs and concerns, and cultural understanding.			
Focus toward Goal	What we did Notes and reflections	Going Forward 2025 and beyond	Funding used or needed
Create a school culture of whanau engagement and participation	<p>Provided lots of opportunity for whanau to be involved –</p> <ul style="list-style-type: none"> • SUMS – coffee and cake school disco, movie night • school trips – Riwaka, Tu Ao Wharepapa, Te Maatu • sport days, • production, • learning celebrations • matariki, • student led conferences, • Kidpower empowerment 	<p>Continue to explore ways to invite parents in to help and support in the school.</p> <p>Aim for twice yearly school adventures – linking to our learning.</p> <p>Begin with ECE - build relationships with Teachers and families from ECE.</p> <p>Reinstate picnic nights 😊 for fun. Alongside Meet the teacher?</p>	<p>SUMS – use of SUMS funds to set up events – donations from families during these events to fund future events.</p> <p>Principal’s wellbeing fund was used to fund some of the expense of whole school trips.</p> <p>Future trips need to be funded by whanau and maybe topped up by BOT and SUMS</p>

<p>Continue to build on the strength of student learning conferences to encourage positive interactions and conversations with whanau, Teachers and students together.</p>	<p>Informal conversations after learning celebrations, after school and before school, at events,</p> <p>Personalised emails home to whanau –</p> <p>A structured overview of communication home to encourage consistency across the school.</p>	<p>More focus on informal, personalized emails to whanau- a caught being good moment. Caught being good –</p> <p>Explore how to get disconnected parents in to meet and chat about the learning.</p> <p>Consider having activities set up during learning conferences that also highlight approaches to teaching and learning.</p>	
<p>Create opportunities for whanau and community to engage with school in a relaxed and non threatening way.</p>	<p>Inviting parents in to support –</p> <p>Helen – library, Karen with Kaitiaki, Zara with Kaitiaki, Andi, face painting, drama Jane – singing Grace -BOT, Gardening Bob – BOT, legal support</p> <p>Kidpower -</p>		<p>Cost of resources to support these events – From SUMS and from locally raised donations</p> <p>Funding from TDC for kaitiaki – environmental learning</p> <p>Looking at PB4L for 2025 – building on kidpower.</p>
<p>Attendance and Engagement</p>	<p>A large number of our families travelled overseas this year for work</p>	<p>Continue to encourage attendance and engagement.</p>	<p>Special Need fund was used to support some learners</p>

	<p>and for family (England, South America, Japan, Spain)</p> <p>Shared attendance and engagement data with BOT</p> <p>Individualised programmes for neuro diverse learners and mental health concerns (PDA, Anxiety learners) to allow attendance to occur.</p> <p>Soft starts for new entrant transitions – available if needed for some learners (1 in 2025)</p> <p>Encouraged parents to give honest reasons for why children are absent.</p> <p>Discussed with any parents where attendance was a concern (one family particularly – 2 children)</p> <p>Attendance initiatives shared regularly with whanau through school notices.</p> <p>We know where all our students are on any day.</p>	<p>Offer support to any parents who may need assistance getting children to school.</p> <p>Continue to share regularly around attendance initiatives.</p> <p>Individualised programmes for some learners X 1 2025(FH) – PDA Autism, Mental Health X 1 NE – cognitively challenged soft start to school (AG) X 1 Mental Health – anxiety (LG-O)</p> <p>Plans in place for these learners and all these students are on the Learning support register.</p> <p>Use Debbie Dale attendance officer if needed.</p>	<p>with attendance and engagement – Resources and TA time</p>
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	Reviewed attendance processes.		
Early Childhood connections	<p>Build connections with whanau before they get to us at Upper Moutere.</p> <p>Reconnect with Country Kids and Harakeke - our feeder preschools.</p> <p>Encourage buddy visits to preschools and parents to come more regularly.</p> <p>Created new enrolment packs and delivered them to preschools.</p> <p>Offer soft start approach for transitioning neuro diverse learners.</p>	<p>Continue to create enrolment packs.</p> <p>Continue to build on relationship – invite and include ECE in some school events as appropriate?</p> <p>NZ Playhouse Jingle and Mingle Visiting performers?</p>	<p>Cost of release for NE teacher to visit preschools.</p> <p>Cost of transport to and from preschools with buddy visitors.</p> <p>Cost of enrolment packs.</p>