

PERIA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1081

Principal: Ariana Williams

School Address: 1430 Oruru Road, Peria, Kaitaia

School Postal Address: 1430 Oruru Road, Peria, Kaitaia

School Phone: 09 408 5834

School Email: office@peria.school.nz

Accountant / Service Provider: Edtech Financial Services Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Cara Lilly	Presiding Member	Elected	Sep-26
Ariana Williams	Principal	ex Officio	
Ray Olsen	Parent Representative	Co-opted	Sep-26
Naomi McQueen	Parent Representative	Elected	Sep-27
Ngaire White	Parent Representative	Elected	Sep-27
Mark Kerr-Bell	Parent Representative	Co-opted	Sep-27
Rebekah Dangen	Staff Representative	Elected	Sep-27

PERIA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Peria 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.

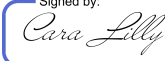
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Cara Lilly

Full Name of Presiding Member

Signed by:

65358B424ADC867C

Signature of Presiding Member

03/06/2025

Date:

Ariana Williams

Full Name of Principal

Signed by:

4A71EDFB8E53BF22

Signature of Principal

03/06/2025

Date:

Peria School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	1,309,544	1,019,332	1,089,859
Locally Raised Funds	3	63,001	104,390	112,772
Interest		15,596	5,500	7,406
Other Revenue		15,057	3,240	6,800
Total Revenue		1,403,198	1,132,462	1,216,837
Expense				
Locally Raised Funds	3	12,687	10,800	33,224
Learning Resources	4	846,752	619,657	670,568
Administration	5	307,129	303,585	207,528
Interest		424	-	366
Property	6	231,416	192,749	213,448
Other Expense	7	3,138	3,850	3,185
Loss on Disposal of Property, Plant and Equipment		810	-	-
Total Expense		1,402,356	1,130,641	1,128,319
Net Surplus / (Deficit) for the year		842	1,821	88,518
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		842	1,821	88,518

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

Peria 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		456,838	456,842	358,597
Total comprehensive revenue and expense for the year		842	1,821	88,518
Contribution - Furniture and Equipment Grant		-	-	9,723
Equity at 31 December		457,680	458,663	456,838
Accumulated comprehensive revenue and expense		457,680	458,663	456,838
Equity at 31 December		457,680	458,663	456,838

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.

Peria School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	678,634	367,142	352,526
Accounts Receivable	9	45,951	41,250	38,200
Prepayments		6,267	6,500	6,296
Investments		66,103	-	66,103
Funds Receivable for Capital Works Projects	16	-	-	7,481
		796,955	414,892	470,606
Current Liabilities				
GST Payable		29,398	(1,000)	320
Accounts Payable	12	57,494	48,896	44,819
Revenue Received in Advance	13	55,298	25,500	25,386
Provision for Cyclical Maintenance	14	70,380	69,000	59,619
Finance Lease Liability	15	2,299	3,000	2,224
Funds held for Capital Works Projects	16	322,338	40,000	50,986
		537,207	185,396	183,354
Working Capital Surplus/(Deficit)		259,748	229,496	287,252
Non-current Assets				
Property, Plant and Equipment	11	221,906	253,667	189,197
		221,906	253,667	189,197
Non-current Liabilities				
Provision for Cyclical Maintenance	14	22,950	22,500	17,900
Finance Lease Liability	15	1,024	2,000	1,711
		23,974	24,500	19,611
Net Assets		457,680	458,663	456,838
Equity		457,680	458,663	456,838

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

Peria School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		700,030	774,031	462,385
Locally Raised Funds		57,969	132,980	138,577
Goods and Services Tax (net)		29,078	(1,000)	2,016
Payments to Employees		(419,600)	(206,857)	(307,273)
Payments to Suppliers		(252,267)	(101,215)	(140,288)
Interest Paid		(424)	-	(366)
Interest Received		14,371	4,400	6,977
Net cash from/(to) Operating Activities		129,157	602,339	162,028
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(68,976)	(280,197)	(73,979)
Net cash from/(to) Investing Activities		(68,976)	(280,197)	(73,979)
Cash flows from Financing Activities				
Furniture and Equipment Grant		(9,723)	-	7,074
Finance Lease Payments		(3,183)	5,000	(2,153)
Painting Contract Payments		-	-	(2,737)
Funds Administered on Behalf of Other Parties		278,833	40,000	19,998
Net cash from/(to) Financing Activities		265,927	45,000	22,182
Net increase/(decrease) in cash and cash equivalents		326,108	367,142	110,231
Cash and cash equivalents at the beginning of the year	8	352,526	-	242,295
Cash and cash equivalents at the end of the year	8	678,634	367,142	352,526

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.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

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.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

e) 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.

f) 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.

g) Investments

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

h) 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.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

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:

Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of Property, Plant, and Equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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

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

j) 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.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) 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.

n) Provision for Cyclical Maintenance

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

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

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

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

o) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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.

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) 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.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	414,458	317,189	372,365
Teachers' Salaries Grants	551,816	392,820	464,068
Use of Land and Buildings Grants	119,810	91,119	112,125
Ka Ora, Ka Ako - Healthy School Lunches Programme	223,460	218,204	141,301
	<u>1,309,544</u>	<u>1,019,332</u>	<u>1,089,859</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Revenue	\$	\$	\$
Donations and Bequests	31,861	64,000	84,513
Fees for Extra Curricular Activities	10,257	22,040	8,246
Trading	(186)	150	1,386
Fundraising and Community Grants	2,779	-	1,057
Other Revenue	18,290	18,200	17,570
	<u>63,001</u>	<u>104,390</u>	<u>112,772</u>
Expense			
Fundraising and Community Grant Costs	2,327	800	9,708
Other Locally Raised Funds Expenditure	10,360	10,000	23,516
	<u>12,687</u>	<u>10,800</u>	<u>33,224</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>50,314</u>	<u>93,590</u>	<u>79,548</u>

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	42,583	54,050	37,768
Information and Communication Technology	7,636	11,080	2,963
Employee Benefits - Salaries	742,887	505,647	601,900
Staff Development	15,031	21,500	3,369
Other Learning Resources	589	850	847
Depreciation	38,026	26,530	23,721
	846,752	619,657	670,568

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	7,713	4,825	8,428
Board Fees and Expenses	10,025	15,257	7,901
Other Administration Expenses	8,461	11,860	7,072
Employee Benefits - Salaries	47,361	44,190	33,709
Insurance	2,938	2,929	2,325
Service Providers, Contractors and Consultancy	7,171	6,320	6,792
Ka Ora, Ka Ako - Healthy School Lunches Programme	223,460	218,204	141,301
	307,129	303,585	207,528

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	6,443	7,500	4,041
Cyclical Maintenance	15,811	13,981	24,863
Heat, Light and Water	7,739	8,500	10,904
Repairs and Maintenance	13,251	11,809	6,153
Use of Land and Buildings	119,810	91,119	112,125
Employee Benefits - Salaries	52,798	53,340	47,466
Other Property Expenses	15,564	6,500	7,896
	231,416	192,749	213,448

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.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Transport	3,138	3,850	3,185
	<u>3,138</u>	<u>3,850</u>	<u>3,185</u>

8. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	578,634	299,642	352,526
Short-term Bank Deposits	100,000	67,500	-
Cash and cash equivalents for Statement of Cash Flows	<u>678,634</u>	<u>367,142</u>	<u>352,526</u>

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

Of the \$678,634 Cash and Cash Equivalents, \$322,338 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.

9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	150	150	105
Receivables from the Ministry of Education	2,710	-	-
Interest Receivable	2,297	1,100	1,072
Teacher Salaries Grant Receivable	40,794	40,000	37,023
	<u>45,951</u>	<u>41,250</u>	<u>38,200</u>
Receivables from Exchange Transactions	2,447	1,250	1,177
Receivables from Non-Exchange Transactions	43,504	40,000	37,023
	<u>45,951</u>	<u>41,250</u>	<u>38,200</u>

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	66,103	-	66,103
Total Investments	66,103	-	66,103

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	7,000	-	-	-	-	7,000
Buildings	63,060	-	-	-	(5,780)	57,280
Furniture and Equipment	81,076	27,072	-	-	(12,471)	95,677
Information and Communication Technology	30,381	41,903	-	-	(17,095)	55,189
Leased Assets	4,235	2,570	-	-	(2,250)	4,555
Library Resources	3,445	-	(810)	-	(430)	2,205
	189,197	71,545	(810)	-	(38,026)	221,906

The net carrying value of furniture and equipment held under a finance lease is \$4,555 (2023: \$4,235).

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	7,000	-	7,000	7,000	-	7,000
Buildings	155,754	(98,474)	57,280	155,754	(92,694)	63,060
Furniture and Equipment	272,742	(177,065)	95,677	245,670	(164,594)	81,076
Information and Communication Technology	109,217	(54,028)	55,189	67,314	(36,933)	30,381
Leased Assets	8,766	(4,211)	4,555	6,195	(1,960)	4,235
Library Resources	29,226	(27,021)	2,205	38,210	(34,765)	3,445
	582,705	(360,799)	221,906	520,143	(330,946)	189,197

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	-	146	124
Accruals	7,656	5,250	4,824
Employee Entitlements - Salaries	43,970	41,000	37,746
Employee Entitlements - Leave Accrual	5,865	2,500	2,125
	<u>57,491</u>	<u>48,896</u>	<u>44,819</u>
Payables for Exchange Transactions	57,491	48,896	44,819
Payables for Non-exchange Transactions - Taxes Payable (PAYE & Rates)			
Payables for Non-exchange Transactions - Other			
	<u>57,491</u>	<u>48,896</u>	<u>44,819</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	55,298	25,500	25,386
	<u>55,298</u>	<u>25,500</u>	<u>25,386</u>

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	77,519	77,519	58,539
Increase to the Provision During the Year	15,811	13,981	24,863
Use of the Provision During the Year	-	-	(5,883)
Provision at the End of the Year	93,330	91,500	77,519
Cyclical Maintenance - Current	70,380	69,000	59,619
Cyclical Maintenance - Non current	22,950	22,500	17,900
	93,330	91,500	77,519

The School's cyclical maintenance schedule details annual painting 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 10 Year Property Plan.

15. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	2,490	3,000	2,501
Later than One Year and no Later than Five Years	1,086	2,000	1,820
Future Finance Charges	(253)	-	(386)
	3,323	5,000	3,935
Represented by			
Finance lease liability - Current	2,299	3,000	2,224
Finance lease liability - Non current	1,024	2,000	1,711
	3,323	5,000	3,935

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

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 8, and includes retentions on the projects, if applicable.

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Solar Battery Upgrade - Project number 227040		7,546	-	(3,337)	-	4,209
Essential Works - Project number 242374		19,881	-	(14,456)	-	5,425
AMS Library storage - Project number 242375		23,559	-	(23,559)	-	-
Replacement Existing Classroom Blocks - Project number 242775		(7,481)	418,100	(97,915)	-	312,704
Totals		43,505	418,100	(139,267)	-	322,338

Represented by:

Funds Held on Behalf of the Ministry of Education	322,338
Funds Receivable from the Ministry of Education	-

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Solar Battery Upgrade - Project number 227040		23,507	-	(15,961)	-	7,546
Storm Damage - Project number 241307		-	804	(804)	-	-
Essential Works - Project number 242374		-	83,615	(63,734)	-	19,881
AMS Library storage - Project number 242375			69,550	(45,991)		23,559
Replacement Existing Classroom Blocks - Project number 242775				(7,481)		(7,481)
Totals		23,507	153,969	(133,971)	-	43,505

Represented by:

Funds Held on Behalf of the Ministry of Education	50,986
Funds Receivable from the Ministry of Education	(7,481)

17. Funds Held on Behalf of Local Schools for Lunches

Through a Partnership Model Peria School (School) is the lead school for the preparing and distributing lunches to its students and the students of other local schools. The School receives funding for all the lunches it provides (for all schools) from the Ministry of Education which is included in Ministry grants disclosed in note 2. It has not been possible to reliably estimate the proportion of funding that relates to the other local schools, but the School is providing lunches for about 219 students and receiving funds for those lunches at an average rate of \$5.59 per student per day.

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

18. Related Party Transactions

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

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

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

19. Remuneration

<i>Key management personnel compensation</i>		
Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.		
	2024	2023
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,935	4,654
<i>Leadership Team</i>		
Remuneration	130,686	125,825
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	134,621	130,479

There are 6 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (5 members) committees that meet monthly and quarterly respectively. 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.

<i>Principal</i>		
The total value of remuneration paid or payable to the Principal was in the following bands:		
	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration	2024	2023
\$000	FTE Number	FTE Number
100 - 110	0	0
	0.00	0.00

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

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or 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 \$1,334,991 (2023:\$43,440) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Solar Battery Upgrade - Project number 227040	4,209
Essential Works - Project number 242374	5,425
Replacement Existing Classroom Blocks - Project number 242775	1,325,357
Total	1,334,991

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 (2023 Nil).

Peria School

Notes to the Financial Statements

For the year ended 31 December 2024

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	678,634	367,142	352,526
Receivables	45,951	41,250	38,200
Investments - Term Deposits	66,103	-	66,103
Total financial assets measured at amortised cost	790,688	408,392	456,829
Financial liabilities measured at amortised cost			
Payables	57,491	48,896	44,819
Finance Leases	3,323	5,000	3,935
Total financial liabilities measured at amortised cost	60,814	53,896	48,754

23. 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 PERIA SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Peria School (the School). The Auditor-General has appointed me, Angela Edwards, using the staff and resources of BDO Northland, 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 23, 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 03 June 2025

This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

KERIKERI PARTNERS: Solomon Dalton Angela Edwards Joanne Roberts

WHANGAREI PARTNERS: Greg Atkins Scott Kennedy Adelle Wilson

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 27 to 41, 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.

Signed by:

41A371A134ADB017

Angela Edwards
BDO Northland
On behalf of the Auditor-General
Kerikeri, New Zealand



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www.peria.school.nz

Peria School - Kiwi sport report 2024

agreed to ops grant notice

The school received \$1289.44 which was spent on sporting equipment and PE resources to help provide sporting opportunities for our students. We also used the funding to subsidise travel for sporting events such as interzone sport.

Signed

Ariana Williams
Principal
Peria School School

Peria School 2025

Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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

Reporting on the principles of being a Good Employer

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

Yes - See SchoolDocs - employment policy, Staff Health and Safety Policy. Employer responsibility policy covers it all.

At Peria School:

we provide appropriate induction and professional guidance

workplace harassment or bullying is not tolerated

staff may request leave as required

staff may request access to professional development and mentoring, as required, to increase competency and confidence and reduce stress

staff may apply for flexible working arrangements to be considered

we recognise stress in the workplace as a hazard, work to manage it, and encourage staff to speak up if they need support

we have guidelines for the use of social media to protect staff and students

We understand the increased risk from working alone.

To support staff wellbeing and safety, we ensure that:

staff are made aware of our emergency, disaster, and crisis management and healthcare procedures

if a staff member is a subject of a concern or complaint, they are informed about the concerns and complaints process and are offered appropriate support

If a staff member is involved in a confrontation (physical or verbal), they are offered support appropriate to the situation, which may include an incident debriefing.

<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Equal employment opportunities (EEO) programme</i></p> <p><i>To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:</i></p> <p><i>appoint appropriately qualified staff through a fair and impartial appointment process</i></p> <p><i>create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)</i></p> <p><i>explore professional development and training opportunities</i></p> <p><i>monitor the implementation of our programme and report to the board.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Through our policies and procedures as can be found on schooldocs</i></p> <p><i>Stages of appointment policy, Employer responsibility policy covers it all.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>We prioritise and ensure the inclusion of hāpu, Iwi and Māori voice in our EEO programme and in our EEO policy development.</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Through a variety of avenues including professional learning development, wellbeing initiatives, culturally significant</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>At Peria School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).</i></p> <p><i>The implementation of our EEO policy and programme supports our school to:</i></p> <ul style="list-style-type: none"> • <i>prevent and eliminate bias and discrimination</i> • <i>promote an inclusive and safe work environment</i> • <i>treat all current and prospective staff fairly</i> • <i>provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).</i>

How are you recognising the employment requirements of persons with disabilities?	<p>Equal employment opportunities (EEO) programme</p> <p><i>To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:</i></p> <ul style="list-style-type: none"> <i>• appoint appropriately qualified staff through a fair and impartial appointment process</i> <i>• create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)</i> <i>• explore professional development and training opportunities</i> <i>• monitor the implementation of our programme and report to the board.</i>
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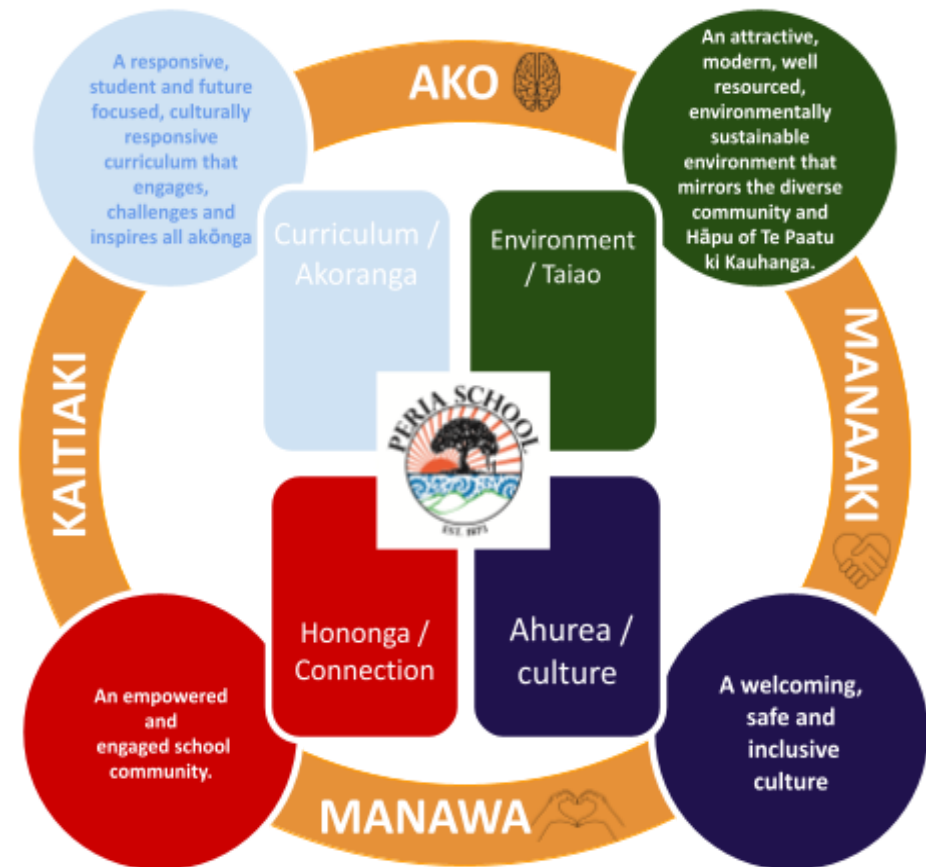
Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

Peria School

Analysis of Variance

2024



Curriculum



Environment



Connection



Culture



Annual Aims 2024




<div>Akoranga / Curriculum</div> <div>A responsive, student and future focused, culturally responsive curriculum that engages, challenges and inspires all ākonga.</div>	Aim 1	Aim 2	Aim 3
	<ul style="list-style-type: none"> Consolidate literacy pedagogy and assessment practices to accelerate and support student achievement. 	<ul style="list-style-type: none"> Introduce and gradually implement an evidence based approach to accelerate and support student mathematics achievement across the school. 	<ul style="list-style-type: none"> Makerspace is fully embedded into our Teaching and Learning and is our Tech / STEAM / Careers development pathway.
<div>Taiao / Environment</div> <div>An attractive, modern, well resourced, environmentally sustainable environment that mirrors the diverse community and Hāpu of Te Paatu ki Kauhanga.</div>	Aim 1	Aim 2	
	<ul style="list-style-type: none"> Continue to improve and modernise the physical buildings and outdoor learning spaces. 	<ul style="list-style-type: none"> Complete and implement a robust Enviro plan that encourages ākonga to take environmentally sustainable action. 	
<div>Hononga / Connection</div> <div>An empowered and engaged school community.</div>	Aim 1	Aim 2	
	<ul style="list-style-type: none"> The diverse culture, language and identity of Peria ākōnga, whanau and staff are regularly celebrated and used as inspiration for teaching and learning opportunities. 	<ul style="list-style-type: none"> Ensure a clear, concise and timely communication plan is implemented so whānau are aware of events, experiences, opportunities that they are able to be a part of. 	
<div>Ahurea / Culture</div> <div>A welcoming, safe and inclusive culture</div>	Aim 1	Aim 2	
	<ul style="list-style-type: none"> A relational plan is developed and implemented that supports student, staff and whānau relationships and wellbeing. 	<ul style="list-style-type: none"> Regular physical activity and health programmes are promoted to support Hauora needs. 	

Aim 1



Consolidate **literacy pedagogy** and **assessment practices** to **accelerate** and support **student achievement**.

2024 Key Actions	2024 Key Outcomes	Outcomes - What happened	Variance outcome	Evaluation - Where to next?
1) Continue to embed the use of evidence based assessment tools to guide teaching and learning programmes	<p>a) All staff to undertake professional development on how to confidently administer assessments to measure progress in structured literacy</p> <p>b) Teachers will show growing confidence in aligning the Science of Reading data with the NZC to be able to make sound and accurate curriculum judgements.</p> <p>c) Term 1 - Literacy Lead to investigate comparative assessments such as DIBELS</p> <p>d) Term 2 - All teachers to undertake PD with literacy lead in staff hui and be able to successfully administer assessments.</p>	<p>All teachers were exposed to professional development in structured literacy through our Liz Kane PD as well as through working with our literacy lead teacher.</p> <p>2 out of the 4 teachers (our Year 1-3 teachers) are proficient in using the SL assessments now and we have also trained our kaiawhina to understand and administer this assessment as well.</p> <p>As a staff we have continued to attend Professional learning through our kahui ako on assessment for learning. By the end of the year all teachers had received at least 4 PLD sessions on the Aotearoa NZC and we continued to unpack the document throughout the year through our staff hui. This has strengthened the teachers' understanding of the phases and the requirements at each phase for our students.</p> <p>We were unable to devote as much time as we wanted to learning the DIBELS assessment tool. The literacy lead teacher did review and investigate this tool but wasn't able to disseminate that information with the rest of the staff as we hoped due to other priorities.</p>	 Partially Achieved.	<p>We have 2 out of our 4 teachers leave at the end of 2024 and so that knowledge of Structured Literacy assessments is very limited for the new staff. The goal is to upskill these teachers as soon as possible to understand the importance of SL and how to administer SL assessments effectively. We have PLD with Adrienne kinder early 2024 and have been approved for SL support from MoE which will start in May 2025.</p> <p>We have employed a new DP and her role in kura will be to understand the DIBELS assessment and be able to support the rest of the staff in understanding and implementing the DiBELS assessment at Peria School.</p> <p>We have a new New entrant teacher who is using the phonics screening test to understand where students are in SL and to ensure they get the foundational skills they need in SL to succeed. The non negotiable is that all students will be screened at 20 weeks and 40 weeks at least.</p>
2) Hold regular professional development sessions about structured literacy in staff meetings and with experts to build teacher	<p>a) Literacy leads to incorporating new structured literacy learning into our staff hui and allows for</p>	<p>All staff had professional development in structured literacy through our staff hui, through PLD providers Liz Kane, including workshops, modelling sessions and online learning.</p>	 Achieved	<p>We have employed a new DP and her role in kura will be to understand the DIBELS assessment and be able to support the rest of the staff in understanding and implementing the DIBELS assessment at Peria School.</p>

capability.	opportunities for further reflection, discussion and new learning.	Our Literacy lead teacher supported all classroom teachers with upskilling in structured literacy and had professional goals for all students in this space.		We have a new New entrant teacher who is using the phonics screening test to understand where students are in SL and to ensure they get the foundational skills they need in SL to succeed. The non negotiable is that all students will be screened at 20 weeks and 40 weeks at least.
3) Communicate and share Structured Literacy approaches regularly to the school community.	a)Regular updates, videos, information to be shared in a variety of ways. See communication plan for ways of sharing with our community.	We held a whānau hui about structured literacy and the importance of it. We regularly shared our structured literacy approaches through our newsletters, teacher correspondence with whānau.	 Partially achieved	Due to a change in staffing we have continued to engage with Liz Kane for Structured literacy Professional Development. We have been approved for structured literacy support through the MoE and our first workshops are in May 2025.
4) Staff set PGC goals around development and capability building in structured literacy.	a)PGC goal on structured literacy to be set by week 7 with Principal and literacy lead based on next steps.	All teachers had PGC goals. The Junior school teachers 1-4 were heavily focused on this goal and the senior teachers goals were more about supporting target students with SL interventions.	 Achieved	As above we have PLD in 2025 to support this as it is new learning for 2 out of our 4 teachers in 2025.
5) Structured literacy to be up in running in every classroom across the school, with intervention group opportunities provided for students who need support.	a)Every child across the school structured literacy instruction b) Students with literacy learning needs will be supported through Tier 2 intervention programmes. c)All students will show improvement in assessment results. d)Develop clear progress outcomes for all students of all abilities in structured literacy. e)Term 2 onwards structured literacy will be implemented effectively in all classrooms. Some teachers will require additional support from literacy leads.	In years 1-6 we had structured literacy programmes operating successfully for our students. In Years 7-8 we had structured literacy supports in place with targeted support for students that required it in those years. The teacher aides were trained to support students in these year levels.	 Achieved	As above due to new staff in 2025 we need to ensure that an emphasis is put on training these teachers to be able to effectively implement a structured literacy approach into their classrooms. We will do this through PLD in staff hui and support from external providers. Peria School is in a PLD cluster with Pompallier and Paparore school in 2024 and receiving additional SL support from Adrienne Kinder.



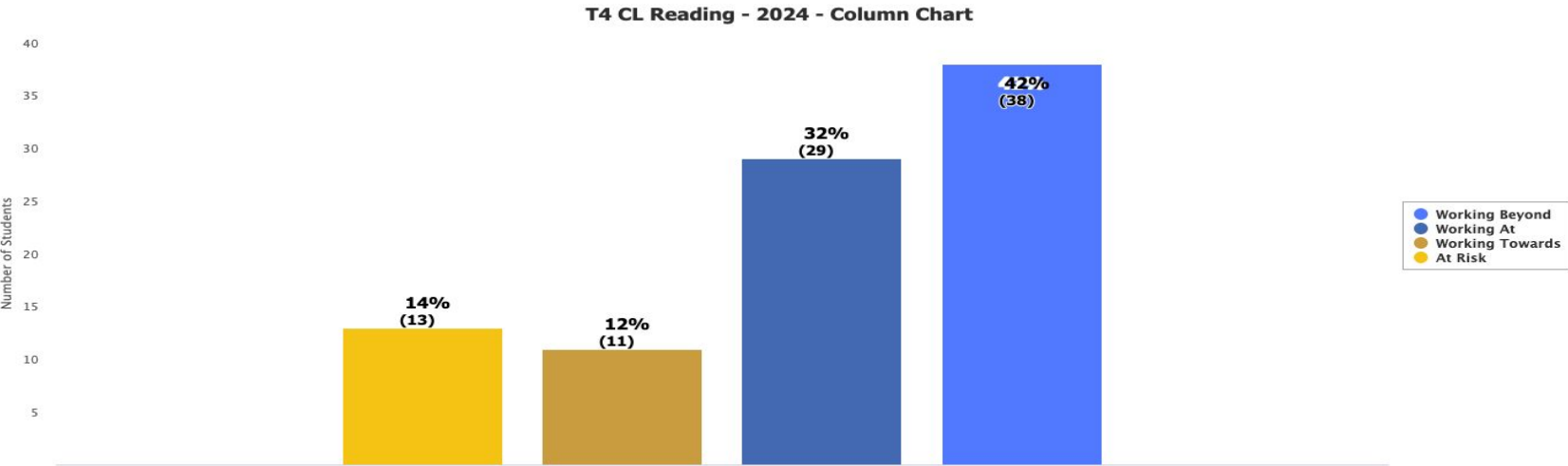
Peria School Data Story - End of 2024

Reading Whole School Story

At the end of 2024 74% of Students were working at or beyond in Reading across the school. This was based on a total of 91 students that were assessed in Reading. We have 12% (n11) students working towards and 14% (n13) who are at risk of not achieving. Those students who are at risk of not achieving have been identified as having learning needs and have IEP or IBP's with RTLB or MoE. We have identified each student in each of the At Risk and working towards categories so that we are able to work with these students in 2025 to accelerate their learning. We need to ensure that those students who are at risk of not achieving have been identified as having learning needs and have IEP or IBP's with RTLB or MoE or clear plans in place for supports in 2025.

What worked? - A focus on structured literacy approaches in the junior school has worked to support foundational skills. Both teacher in Year 1-2, 3-4 showed a clear commitment to improving outcomes through a SL approach and as a school we supported by purchasing or applying for funding for at least \$10,000.00 worth of resources and professional development for our students and our teaching staff. We also had a focus on knowledge rich curriculum development because we know that if students do not have knowledge on what they are reading about for example baseball, how are they expected to fully understand the language, the vocabulary and the key concepts in that text. Selection of texts and knowledge building around those texts is so important for students to be able to comprehend successfully, especially for our senior students.

Focus for 2025 We have new staff so ensuring they have professional development in Structured literacy, the NZC English and knowledge rich curriculum support. We also need to select assessments that are able to be administered more regularly and give us progress snapshots as well as useful information the teachers can act on immediately. We have many students in years 5-8 who are struggling / reluctant readers and we need to ensure that the teachers have sound structured literacy knowledge to be able to support / accelerate learning for these students. We need to ensure that teacher aides / kaiawhina are trained in SL approaches so they can work 1 on 1 with these target students. We will also be using DIBELS to assess in Reading and all staff will require PLD in this area both teaching and kaiawhina.



Writing Whole School Story

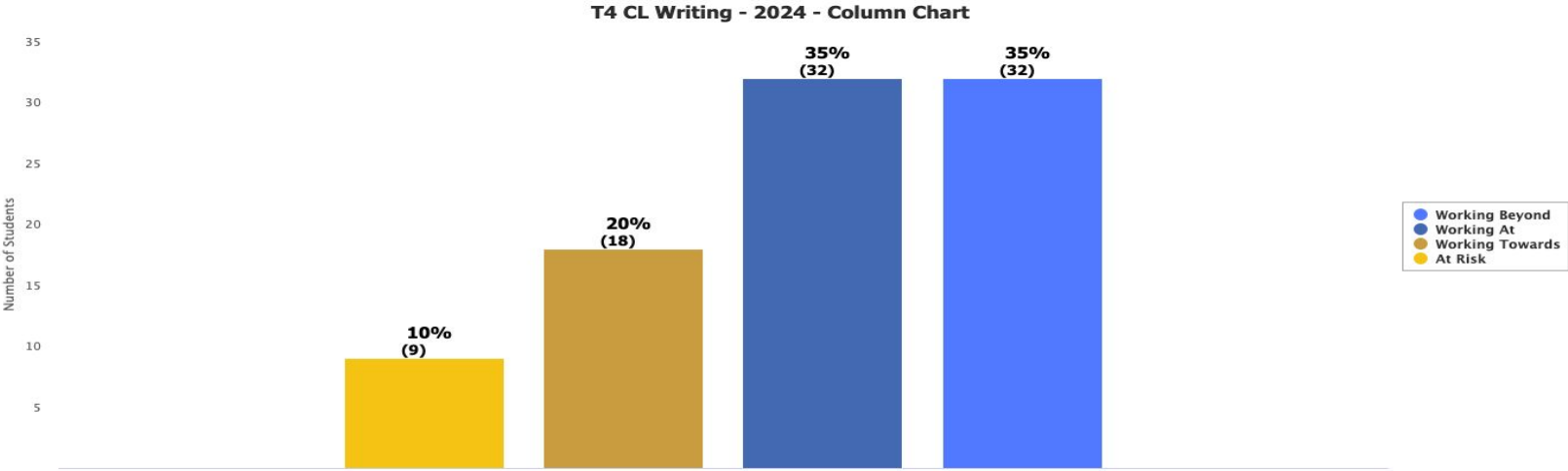
At the end of 2024 70% of students were working at or beyond in Writing across the school. This was based on a total of 91 students assessed in Writing. We have 20% (n18) of students working towards and 10% (n9) who are at risk of not achieving. Those students identified as at risk have specific learning needs and are supported with IEPs or IBPs, working alongside RTLB or MoE specialists. Each student in the At Risk and Working Towards categories has been identified to ensure targeted support and acceleration in their learning for 2025.

What worked?

A structured literacy approach has helped build writing fluency and sentence structure confidence, particularly in the junior and middle school. Teachers in Years 1-4 committed to explicit teaching of writing foundations, and across the school, we invested in professional development and resources to support writing instruction. We also focused on a knowledge-rich curriculum, ensuring students had the background knowledge and vocabulary to write meaningfully across different contexts. This was especially effective in supporting students to express their ideas with clarity and coherence. I led staff hui throughout the year focusing on 'the writing revolution' book which supports teachers to understand strategies and tools for supporting writing in a knowledge rich way.

Focus for 2025

With new teaching staff joining in 2025, we need to ensure they receive professional development in structured literacy, effective writing instruction, and PD on the NZC English curriculum. Additionally, we need assessments that provide regular progress snapshots and actionable insights for teachers. Many students in Years 5-8 struggle with writing stamina and confidence, so targeted support will be essential. Ensuring that teacher aides/kaiawhina are trained in structured literacy and writing approaches will allow for more 1:1 intervention. In 2025, we will also implement DIBELS assessments to support Writing and ensure all staff—including teacher aides—receive PLD to effectively support and accelerate student progress.



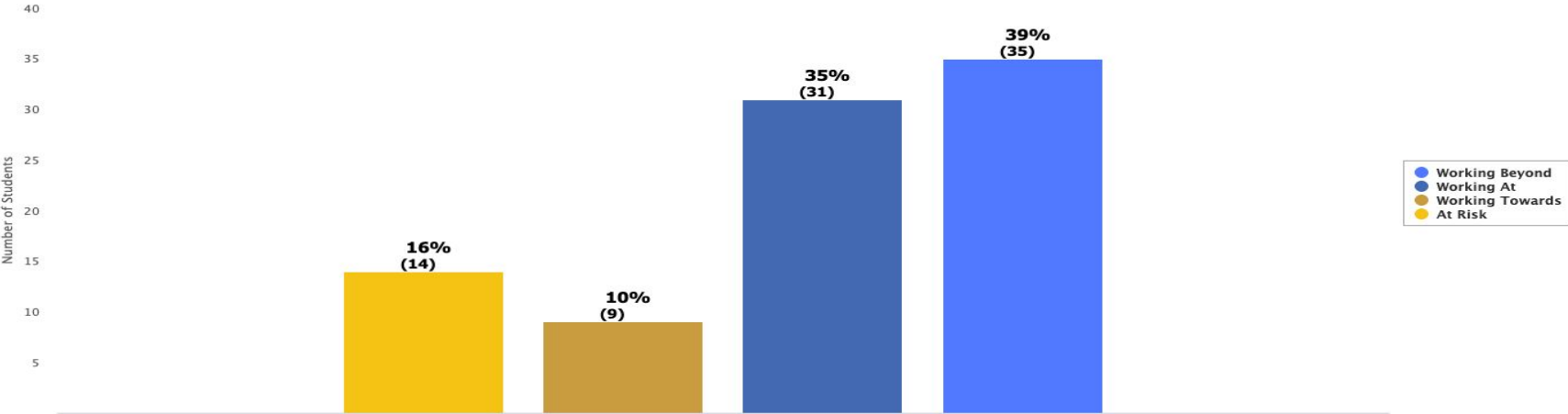
Maths Whole School Story

At the end of 2024 - 74% of students were working at or beyond Maths across the school. 10% (n9) were working towards expectations, while 16% (n14) were at risk of not achieving. Students identified as at risk have specific learning needs and are supported through IEPs or IBPs in collaboration with RTLB and MoE. Targeted support plans will be put in place to accelerate progress in 2025.

What worked?- Throughout 2024, we engaged in professional development with The Learner First (Sue Pine), including teacher-only days, modeling sessions, and workshops. PLD on the refreshed Maths curriculum helped staff unpack progressions for each phase, ensuring stronger alignment with student needs. To support explicit instruction, we invested in Oxford Press resources, recommended by Sue Pine for their flexibility and strong NZ context, allowing integration with our existing TLF approach. We also have committed to ensuring that all teachers have adequate resources to ensure that teachers have the tools required for a full and robust Maths programme in each class. We

Focus for 2025 - We will continue planning using the refreshed NZC in Maths and the progressions, ensuring teachers are confident in using new resources effectively. A key focus will be aligning TLF and Oxford Press through planning templates and structured supports. Teachers will engage in professional growth cycles centered on effective Maths instruction, as Maths remains a priority in 2025.

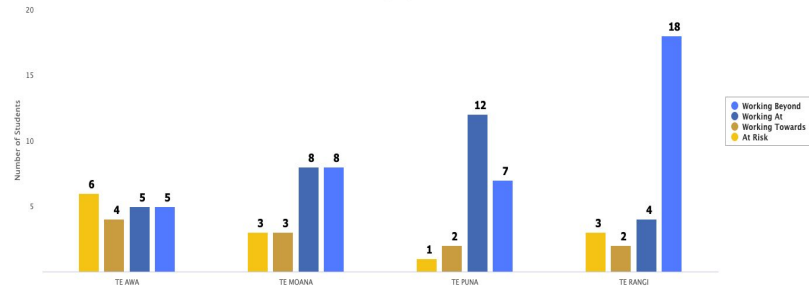
T4 CL Maths - 2024 - Column Chart



Class breakdown of Reading, Writing & Maths EOY 2024 - Below is a graph of student numbers in each range from at risk through to working beyond. Please note that the classrooms are not in order. The order is Te Puna, Te Awa, Te Moana, Te Rangī. This gives you an indication of how many students are at risk or working towards curriculum expectation in Reading, writing and Maths. This information is able to be broken down into student names for each level and that enables us to know exactly which students are needing additional support, acceleration or extension.

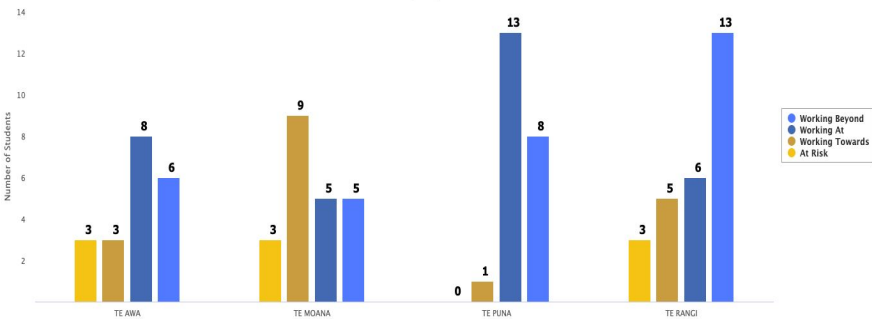
T4 CL Reading - 2024 - Column Chart

Split By: Class



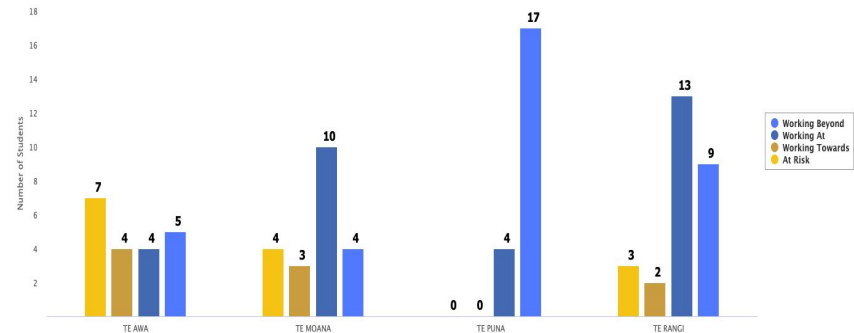
T4 CL Writing - 2024 - Column Chart

Split By: Class

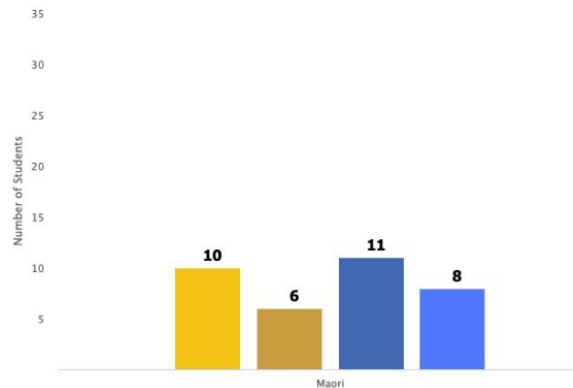


T4 CL Maths - 2024 - Column Chart

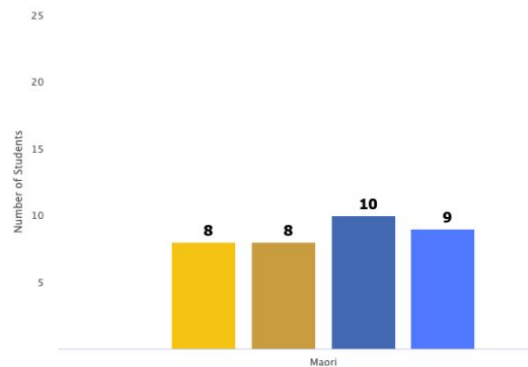
Split By: Class



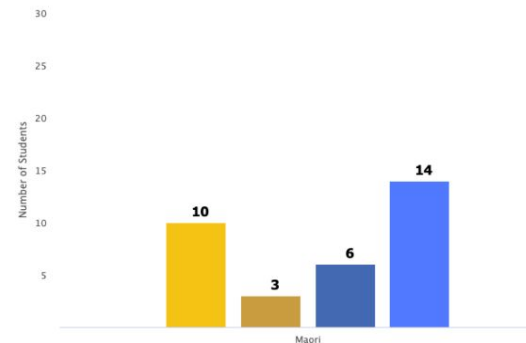
Reading



Writing



Maths



It is a good sign that we see a number of Māori students who are working beyond their expected curriculum level across each curriculum area. This means that the students are working at least 2 year levels above where they should be in their learning. The goal would be to ensure that these students are being adequately extended. The biggest concern for us with these numbers is the amount of students that are identified as 'at risk' in Reading, writing and maths that identify as Māori across our school. Although the total number of students is 91 so that means for instance 10 out of 91 students are at risk in Reading, this means that these students are at least 2 year levels below where they should be in that curriculum area. We need to ensure that all students that are 'at risk' are identified and clear plans are put in place such as Individual Education Plans, or ensure that referrals are made if they need specialist support. Those students working just below in the 'working towards' categories need to have acceleration and extra support to ensure they are within 'at' by July. We can ensure this by assessing students to gain knowledge about their learning gaps and teaching them at the level they should be taught for their age and then incorporating additional supports such as follow up with kaiawhina, 1:1 teacher time and getting whānau on board to support where needed.

Te Tiriti o Waitangi at Peria School

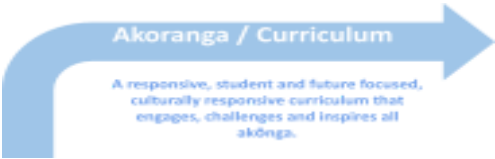
Mō tātou, ā, mō ngā uri ā muri ake nei.
For us and the generations that follow

The Education and Training Act 2020 requires boards to ensure, as one of the four primary objectives, that the school gives effect to Te Tiriti o Waitangi by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; and
- taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; and
- achieving equitable outcomes for Māori students.

At Peria School, we give effect to Te Tiriti o Waitangi meaningfully by emphasising the importance of and allowing space and resourcing for the teaching and learning of Tikanga Māori and Te Reo Māori throughout the day. We actively work towards achieving equitable outcomes for all Māori students by using data to inform where our Māori akongā are in their learning and using teaching as inquiry to ensure that those akongā have access to quality teaching and learning programmes to ensure progress across the curriculum at a progression the same or greater than their counterparts. We provide opportunities for our Board of Trustees, students, and staff to learn about Te Tiriti o Waitangi from a mana whenua, hau kāinga perspective, and ensure Māori representation on our Board. Our engagement with hapū and Iwi is integral to our strategic planning and educational programmes. We work towards a reciprocal partnership with Iwi and hapū. The NELP's are woven throughout our planning and reporting with particular focus on Barrier free access to education for our akongā Māori. We collaborate across kura through our Kahui ako and set goals and targets within our cluster to ensure Mātauranga Māori is front and centre in our schools, across our Rohe.

Some resources we use to support this include nzsta resources such as [Te Tiriti slides](#), Ngāti Kahu Histories Course run by Ngāti Kahu, Ka Hikitia & Tātaiako.

	<p>Peria School provides high quality, evidence based learning programmes where students achievement and progress are a priority. Peria School uses formative, summative and anecdotal assessment data to evaluate our learning programmes to ensure we are meeting the learning needs of all students. At Peria School we have a local curriculum which embraces learning opportunities from the Rohe of Ngāti Kahu and to ensure we are culturally responsive to the diverse needs of our tamariki.</p>	
<p>Links to Board Objective in relation to Section 127 Education Act 2020 & Education requirements</p>	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement; 127 (1) (d) achieving equitable outcomes for Māori students. 127 (2) (b) have particular regard to the statement of national education and learning priorities issued under section 5; and</p> <ul style="list-style-type: none"> • give effect to its obligations in relation to • any foundation curriculum statements, national curriculum statements, and national performance measures; and • teaching and learning programmes; and • monitoring and reporting students' progress 	

Peria School

1430 Oruru Road, Peria 0482

Date: 03 June 2025

Angela Edwards
BDO Northland
108 Kerikeri Road
Kerikeri 0230

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2024

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Peria School (the School) for the year ended 31 December 2024 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2024; and
 - the financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity (Public Sector) Reduced Disclosure Regime Accounting Framework as applicable to Tier 2 entities.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General representations

To the best of our knowledge and belief:

- the resources and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:

Peria School

1430 Oruru Road, Peria 0482

- present fairly, in all material respects:
 - the financial position as at 31 December 2024; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity (Public Sector) Reduced Disclosure Regime Accounting Framework as applicable to Tier 2 entities.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Benefit Entity (Public Sector) Reduced Disclosure Regime Accounting Framework as applicable to Tier 2 entities.

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

Peria School

1430 Oruru Road, Peria 0482

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2024. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Publication of the financial statements and related audit report on a website

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Signed by:

65358B424ADC867C

Presiding Member

Signed by:

4A71EDFB8E53BF22

Principal

Peria School

1430 Oruru Road, Peria 0482

Unadjusted Differences

Description	Assets	Liabilities	Reserves	Profit
	Dr(Cr)	Dr(Cr)	Dr(Cr)	Dr(Cr)
	\$	\$	\$	\$
To bring in teacher salary / bulk grant payables		(5,265)		5,265
Net Effect of Adjustments not made:		(5,265)		5,265