



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	6939
Principal:	Alison Spence
School Address:	3 Kohia Terrace, Epsom, Auckland 1023
School Phone:	09 6304525
School Email:	office@kts.school.nz
Accountant / Service Provider:	Schooled Limited

KOHIA TERRACE SCHOOL

Annual Report - For the year ended 31 December 2024

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Kohia Terrace School

Statement of Responsibility

For the year ended 31 December 2024

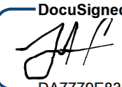
The Board accepts responsibility for the preparation of the annual report and the judgements used in the financial statements.

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.

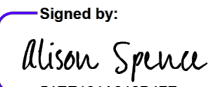
The School's 2024 financial statements are authorised for issue by the Board.

John Holmes
Full Name of Presiding Member

DocuSigned by:

Signature of Presiding Member

28 May 2025
Date:

Alison Spence
Full Name of Principal

Signed by:

Signature of Principal

28 May 2025
Date:

Kohia Terrace 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	3,977,704	3,814,221	3,732,365
Locally Raised Funds	3	700,816	673,831	674,516
Interest		44,412	25,000	32,167
Total Revenue		4,722,932	4,513,052	4,439,048
Expense				
Locally Raised Funds	3	330,596	330,846	339,228
Learning Resources	4	2,862,910	2,506,396	2,788,562
Administration	5	268,792	256,877	251,362
Interest		2,955	3,000	2,808
Property	6	1,114,754	1,433,307	1,058,810
Total Expense		4,580,007	4,530,426	4,440,770
Net Surplus / (Deficit) for the year		142,925	(17,374)	(1,722)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		142,925	(17,374)	(1,722)

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

Kohia Terrace 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		954,471	954,470	955,161
Total comprehensive revenue and expense for the year		142,925	(17,374)	(1,722)
Contribution - Furniture and Equipment Grant		24,605	-	1,032
Equity at 31 December		1,122,001	937,096	954,471
Accumulated comprehensive revenue and expense		1,122,001	937,096	954,471
Equity at 31 December		1,122,001	937,096	954,471

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.

Kohia Terrace School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	386,480	204,162	221,871
Accounts Receivable	8	258,574	206,041	205,921
Prepayments		11,926	21,057	43,307
Inventories	9	1,540	1,650	1,650
Investments		604,729	476,914	476,914
Funds Receivable for Capital Works Projects	16	15,237	-	107,107
		1,278,486	909,824	1,056,770
Current Liabilities				
GST Payable		888	415	415
Accounts Payable	12	295,720	234,746	265,757
Revenue Received in Advance	13	117,869	131,899	120,895
Provision for Cyclical Maintenance	14	17,600	-	17,588
Finance Lease Liability	15	13,739	18,802	15,340
		445,816	385,862	419,995
Working Capital		832,670	523,962	636,775
Non-current Assets				
Property, Plant and Equipment	11	434,782	573,799	434,608
		434,782	573,799	434,608
Non-current Liabilities				
Provision for Cyclical Maintenance	14	122,697	129,050	104,195
Finance Lease Liability	15	22,754	31,615	12,717
		145,451	160,665	116,912
Net Assets		1,122,001	937,096	954,471
Equity		1,122,001	937,096	954,471

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

Kohia Terrace 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		873,923	759,251	806,801
Locally Raised Funds		567,903	607,670	608,290
International Students		123,830	95,368	97,304
Goods and Services Tax (net)		473	13,954	13,954
Payments to Employees		(648,796)	(614,565)	(624,906)
Payments to Suppliers		(659,833)	(723,264)	(725,692)
Interest Paid		(2,955)	(3,000)	(2,808)
Interest Received		43,498	23,239	26,795
Net cash from Operating Activities		298,043	158,653	199,738
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(105,209)	(243,874)	(118,369)
Purchase of Investments		(127,815)	-	-
Proceeds from Sale of Investments		-	83,609	83,609
Net cash (to) Investing Activities		(233,024)	(160,265)	(34,760)
Cash flows from Financing Activities				
Furniture and Equipment Grant		24,605	-	1,032
Finance Lease Payments		(16,885)	(6,309)	(19,364)
Funds Administered on Behalf of Other Parties		91,870	-	(295,448)
Net cash from/(to) Financing Activities		99,590	(6,309)	(313,780)
Net increase/(decrease) in cash and cash equivalents		164,609	(7,921)	(148,802)
Cash and cash equivalents at the beginning of the year	7	221,871	212,083	370,673
Cash and cash equivalents at the end of the year	7	386,480	204,162	221,871

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.

Kohia Terrace School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised 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.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and Equipment	10 years
Information and Communication Technology	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on **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 surplus or deficit.

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

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 Comprehensive 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 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.

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.

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 statement 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.

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.

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	891,618	769,831	822,753
Teachers' Salaries Grants	2,187,126	1,833,182	2,073,264
Use of Land and Buildings Grants	898,960	1,211,208	836,348
	<u>3,977,704</u>	<u>3,814,221</u>	<u>3,732,365</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	133,248	142,560	137,779
Fees for Extra Curricular Activities	329,828	357,853	332,311
Trading	43,687	37,705	27,589
Fundraising and Community Grants	41,100	32,800	52,030
Other Revenue	42,846	7,545	47,651
International Student Fees	110,107	95,368	77,156
	<u>700,816</u>	<u>673,831</u>	<u>674,516</u>
Expense			
Extra Curricular Activities Costs	300,976	312,852	307,021
Trading	3,778	4,700	3,373
Fundraising and Community Grant Costs	9,779	5,000	10,447
Other Locally Raised Funds Expenditure	7,531	-	13,002
International Student - Other Expenses	8,532	8,294	5,385
	<u>330,596</u>	<u>330,846</u>	<u>339,228</u>
Surplus for the year Locally Raised Funds	<u>370,220</u>	<u>342,985</u>	<u>335,288</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	79,325	87,561	88,712
Information and Communication Technology	10,871	11,000	9,712
Employee Benefits - Salaries	2,613,999	2,247,307	2,535,966
Staff Development	22,052	26,728	20,589
Depreciation	130,356	128,000	123,372
Other Learning Resources	6,307	5,800	10,211
	<u>2,862,910</u>	<u>2,506,396</u>	<u>2,788,562</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	11,200	7,530	7,310
Board Fees and Expenses	3,098	5,840	2,160
Operating Leases	5,983	5,500	5,688
Other Administration Expenses	59,382	61,487	61,828
Employee Benefits - Salaries	165,970	154,021	151,877
Insurance	9,936	9,276	9,276
Service Providers, Contractors and Consultancy	13,223	13,223	13,223
	268,792	256,877	251,362

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	25,934	24,855	38,998
Heat, Light and Water	25,243	22,000	22,473
Repairs and Maintenance	36,085	32,744	37,074
Use of Land and Buildings	898,960	1,211,208	836,348
Employee Benefits - Salaries	49,112	53,260	34,492
Other Property Expenses	79,420	89,240	89,425
	1,114,754	1,433,307	1,058,810

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	386,480	204,162	221,871
Cash and cash equivalents for Statement of Cash Flows	386,480	204,162	221,871

Of the \$386,480 Cash and Cash Equivalents, \$117,869 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	22,527	25,734	10,390
Receivables from the Ministry of Education	6,831	-	15,224
Interest Receivable	6,677	5,763	5,763
Teacher Salaries Grant Receivable	222,539	174,544	174,544
	<u>258,574</u>	<u>206,041</u>	<u>205,921</u>
Receivables from Exchange Transactions	29,204	31,497	16,153
Receivables from Non-Exchange Transactions	229,370	174,544	189,768
	<u>258,574</u>	<u>206,041</u>	<u>205,921</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	1,540	1,650	1,650
	<u>1,540</u>	<u>1,650</u>	<u>1,650</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	604,729	476,914	476,914
Total Investments	<u>604,729</u>	<u>476,914</u>	<u>476,914</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	70,456	55,019	-	-	(4,936)	120,538
Furniture and Equipment	222,238	14,651	-	-	(54,119)	182,769
Information and Communication Technology	76,860	29,870	-	-	(49,841)	56,890
Leased Assets	26,607	25,321	-	-	(15,945)	35,983
Library Resources	38,448	8,411	(2,742)	-	(5,515)	38,602
	434,609	133,272	(2,742)	-	(130,356)	434,782

The net carrying value of furniture and equipment held under a finance lease is \$35,983 (2023: \$26,607)

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
	\$	\$	\$	\$	\$	\$
Building Improvements	130,607	(10,069)	120,538	75,588	(5,133)	70,456
Furniture and Equipment	730,644	(547,875)	182,769	715,993	(493,756)	222,238
Information and Communication Technology	393,856	(336,966)	56,890	363,986	(287,125)	76,860
Leased Assets	93,399	(57,416)	35,983	68,078	(41,471)	26,607
Library Resources	113,926	(75,324)	38,602	113,617	(75,169)	38,448
	1,462,432	(1,027,650)	434,782	1,337,262	(902,654)	434,609

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	55,185	46,969	50,442
Accruals	17,996	6,392	13,922
Banking Staffing Overuse	-	-	20,008
Employee Entitlements - Salaries	222,539	181,385	174,544
Employee Entitlements - Leave Accrual	-	-	6,841
	295,720	234,746	265,757
Payables for Exchange Transactions	295,720	234,746	265,757
	295,720	234,746	265,757

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	6,080
International Student Fees in Advance	110,392	-	96,669
Other revenue in Advance	7,477	131,899	18,146
	<u>117,869</u>	<u>131,899</u>	<u>120,895</u>

14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	121,783	66,034	82,785
Increase to the Provision During the Year	25,934	24,855	38,998
Use of the Provision During the Year	(7,420)	38,161	-
Provision at the End of the Year	<u>140,297</u>	<u>129,050</u>	<u>121,783</u>
Cyclical Maintenance - Current	17,600	-	17,588
Cyclical Maintenance - Non current	122,697	129,050	104,195
	<u>140,297</u>	<u>129,050</u>	<u>121,783</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	16,848	18,802	17,168
Later than One Year and no Later than Five Years	26,804	31,615	13,596
Future Finance Charges	(7,159)		(2,707)
	<u>36,493</u>	<u>50,417</u>	<u>28,057</u>
Represented by			
Finance lease liability - Current	13,739	18,802	15,340
Finance lease liability - Non current	22,754	31,615	12,717
	<u>36,493</u>	<u>50,417</u>	<u>28,057</u>

16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE 5YA Hall Project	-	-	(15,237)	-	(15,237)
MOE Stairs Project	(107,107)	120,376	(13,269)	-	-
Totals	(107,107)	120,376	(28,506)	-	(15,237)

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(15,237)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Stairs Project	188,341	-	(295,448)	-	(107,107)
Totals	188,341	-	(295,448)	-	(107,107)

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(107,107)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	1,595	1,265
Leadership Team Remuneration	436,341	406,321
Full-time equivalent members	3	3
Total key management personnel remuneration	437,936	407,586

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

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	1 - 5	1 - 5
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	4	3
110 - 120	5	5
130 - 140	1	-
	10	8

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

19. Compensation and Other Benefits Upon Leaving

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

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

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

Capital Commitments

At 31 December 2024, the Board had capital commitments of \$Nil (2023:\$Nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	386,480	204,162	221,871
Receivables	258,574	206,041	205,921
Investments - Term Deposits	604,729	476,914	476,914
Total financial assets measured at amortised cost	1,249,783	887,117	904,706

Financial liabilities measured at amortised cost

Payables	295,720	234,746	265,757
Finance Leases	36,493	50,417	28,057
Total financial liabilities measured at amortised cost	332,213	285,163	293,814

23. Events After Balance Date

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

24. Comparatives

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

Independent Auditor's Report

To the readers of Kohia Terrace School's Financial statements For the year ended 31 December 2024

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Kohia Terrace School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, 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 1 to 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28 May 2025. This is the date at which our opinion is expressed.

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

Basis of 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 of Trustees 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, in terms of the requirements 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 of Trustees is responsible for the other information. The other information includes the board member list, statement of variance, evaluation of the School's students' progress and achievement, report on how the school has given effect to Te Tiriti o Waitangi, statement of compliance with good employment policy, and statement of KiwiSport funding, 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.

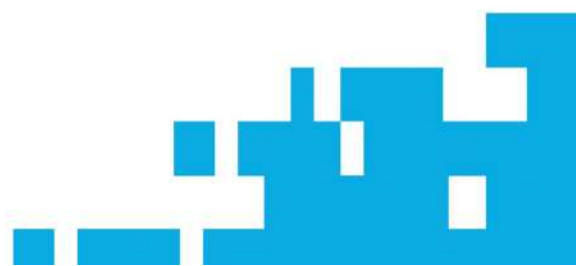
Independence

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* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in black ink, appearing to read 'Brendan Lyon'.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Kohia Terrace School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expires
Kathleen Mistry	Presiding Member	Re-elected Sept 2022	September 2025
Alison Spence	Principal	Ex officio	
Willie Rickards	Parent Representative	Elected Sept 2022	Resigned Dec 2024
Michelle Banfield	Parent Representative	Elected Sept 2022	September 2025
John Holmes	Parent Representative	Selected 2023	September 2025
Dal Jandu	Parent Representative	Co-Opted 2023	September 2025
Martin Zhang	Parent Representative	Co-Opted 2023	September 2025
Kerry Hales	Staff Representative		September 2025



School Name:	Kohia Terrace School	School Number: 6939	69
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QUALITY LITERACY PRACTICE

Strategic Aim:	Revitalised literacy practice, connected to Te Mātaiaho and the Common Practice Model, ensures all students achieve equitable, and excellent, outcomes.
Annual Aim:	High quality daily focussed instruction raises literacy achievement for all; a particular focus on boys' learning will reduce the achievement gap.
Target:	80% of boys are achieving at or above expectancy in literacy* 88% of girls are achieving at or above expectancy in literacy NB: discrepancy reduced from 11.5 % to 8% 80% of Pasifika students are achieving at or above expectancy in literacy 80% of ākonga Māori are achieving at or above expectancy in literacy * Literacy achievement percentage is an average of reading and writing scores

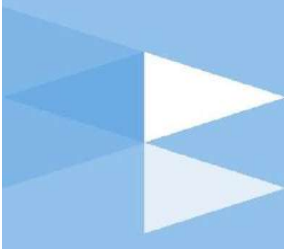
Baseline Data:

Writing achievement data end of year 2023

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n= 402)	8%	15%	66%	9%	2%	77%
Boys (n= 200)	11%	18%	64%	7%		71%
Girls (n= 202)	5%	12%	69%	11%	3%	83%
Māori (n= 10)	10%	30%	60%			60%
Pasific (n= 29)	3%	31%	59%	7%		66%
NZ European (n= 88)	6%	16%	61%	13%	4%	78%
Asian (n= 259)	10%	12%	69%	8%	1%	78%

Reading achievement data end of year 2023

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n=402)	8.5%	8.5%	56%	22%	5%	83%
Boys (n= 200)	10%	12%	52%	23%	3%	78%
Girls (n= 202)	6.5%	4.5%	61%	22%	6%	89%
Māori (n= 10)	10%	10%	50%	30%		80%
Pasifika (n= 29)	7%	14%	45%	34%		79%
NZ European (n= 88)	3%	9%	57%	18%	13%	89%
Asian (n= 259)	11%	7%	57%	22%	3%	82%



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																				
Student feedback sought around contexts, pathways, learning contracts, modes of presentation	80% of boys are achieving at or above expectancy in literacy Target not achieved (71.5%)	New Students in 2024 <table><tr><th>Year group cohort</th><th>2</th><th>3</th><th>4*</th><th>5*</th><th>6</th><th>7</th><th>8</th><th>Yrs 2-8</th></tr><tr><td>New students in 2024</td><td>13.5 %</td><td>12%</td><td>11%</td><td>18%</td><td>12%</td><td>12%</td><td>10%</td><td>13%</td></tr><tr><td>New students ESOL funded</td><td>100 %</td><td>83%</td><td>80%</td><td>90%</td><td>87.5 %</td><td>86%</td><td>75%</td><td>86%</td></tr><tr><td>MOE funded ESOL learners</td><td>51%</td><td>54%</td><td>45%</td><td>32%</td><td>16%</td><td>25%</td><td>14%</td><td>30%</td></tr></table> <p>* Covid</p>	Year group cohort	2	3	4*	5*	6	7	8	Yrs 2-8	New students in 2024	13.5 %	12%	11%	18%	12%	12%	10%	13%	New students ESOL funded	100 %	83%	80%	90%	87.5 %	86%	75%	86%	MOE funded ESOL learners	51%	54%	45%	32%	16%	25%	14%	30%	Continue to develop staff knowledge on language learning in the classroom (PLD, conversations, observations, feedback)
Year group cohort	2		3	4*	5*	6	7	8	Yrs 2-8																														
New students in 2024	13.5 %		12%	11%	18%	12%	12%	10%	13%																														
New students ESOL funded	100 %		83%	80%	90%	87.5 %	86%	75%	86%																														
MOE funded ESOL learners	51%		54%	45%	32%	16%	25%	14%	30%																														
Updated teaching manual sets out expectations for a balanced literacy programme	88% of girls are achieving at or above expectancy in literacy Target not achieved (83.5%)	Average net gain of new students in classes during the year was 13% of each class was new; this averages at 6 per year group.	Assist at the planning stage to ensure a focus on our language learners.																																				
Explicit links to literacy learning outcomes evident throughout all curriculum delivery e.g. science fair, inquiry, The Arts	Discrepancy reduced from 11.5 % to 8% Target not achieved (discrepancy - 12%)	We were hardly surprised to see a 3% decrease in the number of students achieving at or above when we factor in the number of new students to the school who are very new speakers of English.	Model in class how the lessons can be structured to consider the learning needs for English language learners.																																				
Student achievement analysed termly and to inform programme design	80% of ākonga Māori achieve at or above expectancy in literacy Target achieved (82%)	In Years 2 - 8, we had 43 new students to the school over 2024 (10 of these students are in Year 5); 70% of these students achieved either below or well below in reading and writing.	Continue to withdraw English Language Learners to gain confidence, gain prior knowledge of classroom curriculum and practise oral/written language.																																				
Ākonga achievement celebrated regularly with senior leaders and or newsletter	80% of Pasifika students achieve at or above expectancy in literacy Target achieved (80%)		Use of the ELLPS by all teachers to provide clarity of expectations for English language learners.																																				
Ākonga have opportunities to apply literacy skills in authentic contexts e.g. competitions, publication			Adrienne Kinder been contracted for a day to ensure fidelity to Structured Literacy scope and sequence delivery																																				
Planning considers the discrepancies in gender achievement and is responsive to our diverse demographic																																							
Professional learning and development sessions (twice a term) inform balanced,																																							



quality literacy programmes (e.g. The Code, catering for needs) Each term, whānau have current information of <ul style="list-style-type: none">• their child's goals• school programmes• national curriculum developments	If we calculated our school wide results disregarding these 43 students we would have had 82.5% of our students achieved at or above expectancy.	Regular in class observations to ensure fidelity of our literacy programme Develop staff knowledge of revised curriculum Targeted Teacher Aide Professional Learning Development (structured literacy)
Planning for next year:		
Target those students who have been at Kohia for 2 years or more .		



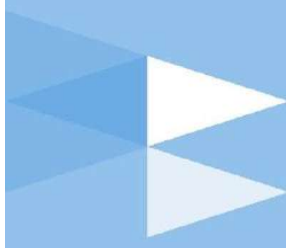
QUALITY NUMERACY PRACTICE

Strategic Aim:	Ākonga “develop their ability to apply mathematical and statistical knowledge and skills purposefully across all learning areas and in their lives to achieve their goals”																																																														
Annual Aim:	A daily balanced, maths programme comprising of rapid recall, open tasks, explicit teaching and challenging mathematical investigations provide ākonga with multiple opportunities to progress																																																														
Target:	89% of students are achieving at or above expectancy in maths																																																														
Baseline Data:	<div>Maths achievement data end of year 2023</div> <table><tr><th>By demographic</th><th>Well below</th><th>Below</th><th>At</th><th>Above</th><th>Well Above</th><th>Total at and above</th></tr><tr><td>All school (n= 402)</td><td>4%</td><td>9%</td><td>57%</td><td>17%</td><td>13%</td><td>87%</td></tr><tr><td>Boys (n= 200)</td><td>3%</td><td>8%</td><td>53%</td><td>18%</td><td>18%</td><td>89%</td></tr><tr><td>Girls (n= 202)</td><td>4%</td><td>10%</td><td>62%</td><td>16%</td><td>8%</td><td>86%</td></tr><tr><td>Māori (n= 10)</td><td>10%</td><td>10%</td><td>60%</td><td>20%</td><td></td><td>80%</td></tr><tr><td>Pacific (n= 29)</td><td>7%</td><td>21%</td><td>62%</td><td>7%</td><td>3%</td><td>72%</td></tr><tr><td>NZ European (n= 88)</td><td>5%</td><td>9%</td><td>61%</td><td>16%</td><td>9%</td><td>86%</td></tr><tr><td>Asian (n= 260)</td><td>3%</td><td>8%</td><td>54%</td><td>19%</td><td>16%</td><td>89%</td></tr></table>							By demographic	Well below	Below	At	Above	Well Above	Total at and above	All school (n= 402)	4%	9%	57%	17%	13%	87%	Boys (n= 200)	3%	8%	53%	18%	18%	89%	Girls (n= 202)	4%	10%	62%	16%	8%	86%	Māori (n= 10)	10%	10%	60%	20%		80%	Pacific (n= 29)	7%	21%	62%	7%	3%	72%	NZ European (n= 88)	5%	9%	61%	16%	9%	86%	Asian (n= 260)	3%	8%	54%	19%	16%	89%
By demographic	Well below	Below	At	Above	Well Above	Total at and above																																																									
All school (n= 402)	4%	9%	57%	17%	13%	87%																																																									
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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Tātaritanga raraunga



Attend the regular workshops facilitated by The Learner First		Student achievement (whole school) Nov 2024		89% of New Zealand European students did achieve at or above curriculum expectations.																																																																
Updated teaching manual sets out expectations for a balanced maths programme		<table><tr><th>By demographic</th><th>Well below</th><th>Below</th><th>At</th><th>Above</th><th>Well Above</th><th>Total at and above</th></tr><tr><td>All school (n= 406)</td><td>5%</td><td>9%</td><td>59%</td><td>17%</td><td>10%</td><td>86%</td></tr><tr><td>Boys (n= 204)</td><td>5%</td><td>7%</td><td>55%</td><td>18%</td><td>15%</td><td>88%</td></tr><tr><td>Girls (n= 200)</td><td>4%</td><td>10%</td><td>63%</td><td>17%</td><td>6%</td><td>86%</td></tr><tr><td>Māori (n= 11)</td><td>9%</td><td></td><td>73%</td><td>18%</td><td></td><td>91%</td></tr><tr><td>Pacific (n= 25)</td><td></td><td>24%</td><td>68%</td><td>8%</td><td></td><td>76%</td></tr><tr><td>NZ European (n= 83)</td><td>5%</td><td>6%</td><td>58%</td><td>26%</td><td>5%</td><td>89%</td></tr><tr><td>Asian (n= 268)</td><td>5%</td><td>9%</td><td>56%</td><td>16%</td><td>14%</td><td>86%</td></tr><tr><td>ESOL funded (n=145)</td><td>6%</td><td>11%</td><td>69%</td><td>10%</td><td>4%</td><td>83%</td></tr></table>		By demographic	Well below	Below	At	Above	Well Above	Total at and above	All school (n= 406)	5%	9%	59%	17%	10%	86%	Boys (n= 204)	5%	7%	55%	18%	15%	88%	Girls (n= 200)	4%	10%	63%	17%	6%	86%	Māori (n= 11)	9%		73%	18%		91%	Pacific (n= 25)		24%	68%	8%		76%	NZ European (n= 83)	5%	6%	58%	26%	5%	89%	Asian (n= 268)	5%	9%	56%	16%	14%	86%	ESOL funded (n=145)	6%	11%	69%	10%	4%	83%	91% Māori students were at or above expectation; an increase of 11% from last year.	
By demographic	Well below	Below	At	Above	Well Above	Total at and above																																																														
All school (n= 406)	5%	9%	59%	17%	10%	86%																																																														
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ESOL funded (n=145)	6%	11%	69%	10%	4%	83%																																																														
Weekly home learning includes basic facts practice as needed				4% increase in the number of our Pacific Learners achieving at or above expectation.																																																																
Specialist maths teacher employed to deliver acceleration and extension programmes		Target not achieved - 86% achieved at or above		It is interesting to note that in Years 2 - 8, we had 38 new students to the school over 2024 (10 of these students are in Year 5); 48% of these students achieved either below or well below in maths.																																																																
Involvement in Otago Maths Problem Solving				<table><tr><th>Judgement</th><th>End Year 2</th><th>End Year 3</th><th>End Year 4</th><th>End Year 5</th><th>End Year 6</th><th>End Year 7</th><th>Totals</th><th>0%</th></tr><tr><td>Well above</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0%</td></tr><tr><td>Above</td><td></td><td></td><td>1</td><td></td><td>1</td><td></td><td>2</td><td>5%</td></tr><tr><td>At</td><td>3</td><td>2</td><td>2</td><td>3</td><td>3</td><td>5</td><td>16</td><td>47%</td></tr><tr><td>Below</td><td>2</td><td>4</td><td>2</td><td>3</td><td></td><td>1</td><td>12</td><td>32%</td></tr><tr><td>Well below</td><td></td><td></td><td></td><td>4</td><td>2</td><td></td><td>6</td><td>16%</td></tr><tr><td>Totals</td><td>5</td><td>6</td><td>5</td><td>10</td><td>6</td><td>6</td><td>38</td><td>38</td></tr></table>		Judgement	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	Totals	0%	Well above								0%	Above			1		1		2	5%	At	3	2	2	3	3	5	16	47%	Below	2	4	2	3		1	12	32%	Well below				4	2		6	16%	Totals	5	6	5	10	6	6	38	38
Judgement	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	Totals	0%																																																												
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At	3	2	2	3	3	5	16	47%																																																												
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Totals	5	6	5	10	6	6	38	38																																																												
Mathletics for school and home use				If we were to calculate our overall achievement in maths, less these 38 new students we would have 90% of our students achieving at or above.																																																																
Smart Lab for online explicit instruction and practice years 4-8. Maths Mate for intermediate maths home learning				The discrepancy between our boys and girls has improved by 1%																																																																
Expectations clarified and strategies explored to deliver 1 hour of maths a day																																																																				
Planning for next year:																																																																				
Target those students who have been at Kohia for 2 years or more .																																																																				



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Weekly formal te reo lessons covered aspects of language, tikanga and te ao Māori.</p> <p>Te reo was woven through the day to day language of the classroom and school e.g. dates, greetings, instructions</p> <p>Daily karakia and waiata reflect tikanga, use of a karakia mo te kai before eating</p> <p>Kupu o te wiki - word of the week which focuses on commonly used words and pronunciation.</p> <p>Active member of the Te Ao Māori initiative as part of ACCOS in 2024</p> <p>Active member of Māori Achievement Collaborative</p>	<p>Target achieved - 54% average across all areas</p> <p>Areas where we have 50% or more ratings of 'often' or 'always'</p> <ul style="list-style-type: none">• Waiata at assembly (97%)• Waiata in class (89%)• Te reo at Powhiri (91%)• Te reo at Kapa haka (86%)• Te reo at assemblies (70%)• Teacher pronunciation (66%)• Signs around the school (64%) <p>Areas less than 50%</p> <ul style="list-style-type: none">• Praise being given in te reo (37%)• Teachers instructions in te reo (33%)• Teachers reading in te reo (23%)• Counting in te reo (22%)• Use of te reo to classmates (17%)• Colours in te reo (11%)	<p>Waiata and karakia grew as the confidence with staff also developed.</p> <p>Māori language week was pivotal for utilising pukapuka to guide reo teaching,</p> <p>Ensured lead teacher was available for working through any ideas or concepts</p> <p>Kapahaka being a priority within the school for practicing in school time has meant we had a consistently large group to learn new waiata and haka and create that collective kapa (team).</p> <p>Signage and trying to engage the coaches with using reo, speaking reo in pōwhiri and coaching the rangatahi to speak reo in assemblies too, have all been massive with growing a cultural significance for Tikanga Māori within KTS.</p>	<p>Maintaining practices already in use in 2024 - karakia / waiata / instructional reo / praise in reo</p> <p>Continued enrolment with KapaHaka Online</p> <p>Continued engagement in Māori Achievement Collaborative (MAC) to guide future steps</p> <p>To maintain the current programming of kapa haka</p> <p>To action the recommendations of Alison's sabbatical report</p> <ul style="list-style-type: none">• mauri stone for the front gate• a day prior to school starting for whānau to connect with kaiako• Ākonga Māori hui
Planning for next year:			

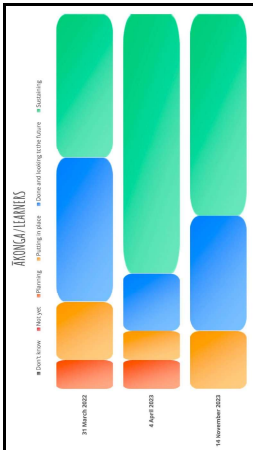
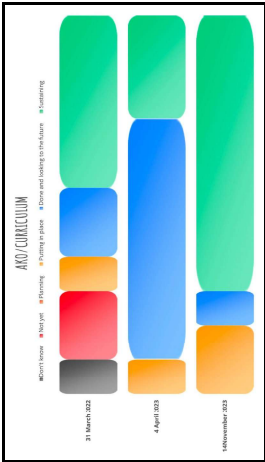
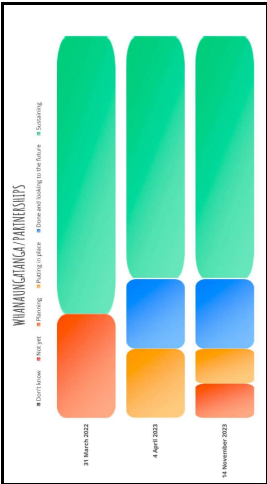


To focus on the following key areas

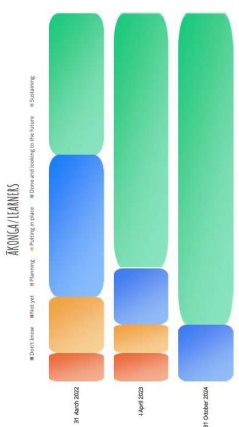
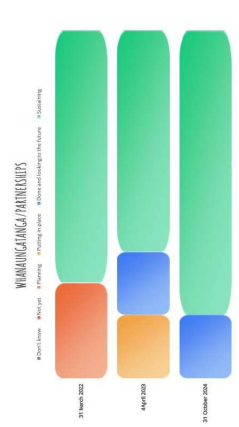
- Te reo to classmates
- Teachers instructions in te reo
- Counting in te reo
- Colours in te reo



HAUORA

Strategic Aim:	At Kohia Terrace School we are mentally healthy when we feel safe, included, supported and empowered within ourselves, our school and our community. Our shared language and tools/strategies enable us to communicate openly, achieve balance in our lives and believe in ourselves. We thrive when as Kohia Kaitiaki we are able to care & respect, persevere to achieve and lead with integrity.
Annual Aim:	To regularly review and monitor how effectively we work to develop ākonga positive mental health and wellbeing
Target:	100% sustainable practice in the ākonga and whanaungatanga dimensions of the Mitey review tool Develop and trial a daily 'physical literacy' programme to assess fundamental skills
Baseline Data:	<div><div>Ākonga / learners</div><div></div></div> <div><div>Ako/ Curriculum</div><div></div></div> <div><div>Whanaungatanga/ Partnerships</div><div></div></div>



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Use and review the impact of the DOVE self esteem school kit for Yr4 - 8 classes</p> <p>Kohia Kōrero for Yr 1 - 3 ākonga focuses on mental health and wellbeing (Mitey)</p> <p>In school leader upskilling through RTL</p> <p>Inquiry into “What made a difference to a student’s sense of belonging/understanding” to inform action plan of how to induct new students to school culture</p> <p>Fortnightly Kohia Kōrero responds to identified needs and its impact discussed with ākonga</p> <p>Student coaches are role models and actively acknowledge peers who display our school values</p>	<p>Sustainable Practice - Target not achieved</p> <p>Ākonga / learners</p>  <p>Whanaungatanga/ Partnerships</p>  <p>Ako/ Curriculum</p>	<p>The following outline the areas where we did not feel we met ‘sustainable practices’</p> <p>Ākonga / learners Looking to the Future</p> <ul style="list-style-type: none"> Diverse groups of ākonga are regularly invited to be partners in the design of the mental health education approach in the school <p>Whanaungatanga/ Partnerships Looking to the future</p> <ul style="list-style-type: none"> We decide on our positive mental health and wellbeing priorities in partnership with whānau, hapū, and iwi. Consultation with the community is highly evident. Decisions on positive mental health and wellbeing education priorities are co-constructed by leaders, teachers and community. <p>Ako/ Curriculum Looking to the future</p>	<p>Continue with Circle Time in Kapa Koru and Dove Self Esteem in Harakeke and Pōhutukawa kapa</p> <p>Ensure there is a Kohia Kōrero slot in the roster (different to coaching time)</p> <p>Continued professional development 7 staff and 2 SLT are going to Dr. Ross Greene Jan 23/24 (RTL)</p> <p>Fundamental physical skill programme will be delivered to all classes Y1 - 6 by our PE specialist. A fitness programme will be linked to these skills for teachers to implement 3 days a week.</p> <ul style="list-style-type: none"> Baseline data established for each student through HERO



<p>Develop and trial a daily 'physical literacy' programme to assess fundamental ski</p>	<div><div><div>11 March 2022</div><div>4 April 2023</div><div>30 October 2024</div></div><div><div>● School's know</div><div>● Not yet</div><div>● Planning</div><div>● Starting to plan</div><div>● Doing and looking on the future</div><div>● Sustaining</div></div></div> <p>Whānau hui were held twice with discussions about student wellbeing. We have also held two Pacific Peoples fono and a meeting with our Chinese families hence the assessment of “done and looking to the future”. We did not feel this could be seen as sustainable practice just yet. There needs to be more specific links to mental health education in these meetings.</p>	<ul style="list-style-type: none">• We seek diverse perspectives on positive mental health and wellbeing education through collaborating with whānau, hapū, iwi and other community members.• We plan and assess learning in positive mental health and wellbeing education.
<p>Planning for next year:</p>	<p>Physical Literacy - target achieved</p>	<p>Sustain wellbeing and mental health programmes each week</p> <p>Align fitness programmes the fundamental skills programme being taught in PE</p>

Evaluation and Analysis of Kohia Terrace School's Students' Progress and Achievement

The New Zealand Curriculum (NZC) is the foundational document that informs teaching and learning at Kohia Terrace School.

An inquiry based approach provides an authentic and relevant context to explore the learning areas of the NZC. There is a theme, usually around a whakatauki, for the year which informs the decisions on the learning contexts for each team. These decisions reflect the interests, needs and ages of the students. Also informing our decisions around curriculum is the Kohia Terrace Curriculum. This local curriculum was developed through consultation with whānau, staff and the Board.

Once an overall context is established, more detailed planning takes place. Relevant achievement objectives are identified, cross curricular links are made, and an outline of the learning process established. Relevant assessment practices and ways in which learning can be shared and celebrated with our community are also incorporated.

HERO is fully utilised to track student achievement. Posts are made throughout the year celebrating student learning in reading, writing and maths as well as competency posts each term. These competency posts are written by the students and encapsulate the key learning from their inquiry over the term and how it links to the various curriculum areas. Goals in reading, writing and maths are set, and then ticked off throughout the year. Mid year and end of year posts also include an update on where each student is achieving in the curriculum along with information on what is expected for that child's age group.

Three way learning conferences are held twice a year where students share examples of their learning success and what their next steps are. Students also write their own curriculum highlights at the end of each year. Student voice is important in the sharing, and celebration, of learning with whānau.

Our charter outlines the areas of focus for the year; our statement of variance reports on these targets. In 2024, this also included a section on student wellbeing and Te Ao Māori.

How do we know students have made expected progress across the learning areas?

- Overall teacher judgements of achievement and progress combine information from a variety of sources; teacher observations and knowledge of the learner are triangulated with assessment information.
- The leadership team carries out an in depth analysis of achievement data mid year and end of year. Those who are at risk of not achieving are individually identified before looking at what is in place to support them and our next steps.
- A detailed report of student achievement and progress, along with a full commentary and recommendations of next steps is tabled and discussed at length at the Board of Trustees meetings.
- This data informs the schools professional development priorities and achievement targets.

School Achievement

Assessment to measure progress and achievement is conducted using formal and informal testing methods. Our learner goals allow teachers and students to monitor progress throughout the year. Progress and Achievement Tests (PATs) in Reading Comprehension and Mathematics from years 3-8 give us a national norm by which to triangulate our overall teacher judgements; other formal testing methods also offer a benchmark. School wide data is collected and analysed mid year and at the end of the year.

The achievement levels in the data below are outlined as:

- Well below: These students are at risk of underachieving (more than one year below)
- Below: These students are working below curriculum expectations.
- At Expectation: These students reached curriculum expectations
- Above Expectation: These students exceeded curriculum expectations
- Well Above Expectation. These students are working well above the curriculum expectation (more than one year)

Reading

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n= 406)	11%	9%	54%	21%	5%	80%
Boys (n= 204)	15%	10%	52%	19%	4%	75%
Girls (n= 201)	7%	9%	55%	22%	7%	84%
Māori (n= 11)	9%		73%	9%	9%	91%
Pacific (n= 25)		12%	56%	28%	4%	88%
NZ European (n= 83)	2%	5%	54%	24%	15%	93%
Asian (n= 270)	15%	10%	52%	20%	3%	75%
ESOL funded (n=145)	21%	16%	55%	8%		63%

Writing

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n= 406)	14%	11%	69%	4%	2%	75%
Boys (n= 206)	19%	13%	63%	4%	1%	68%
Girls (n= 200)	8%	9%	75%	5%	3%	83%
Māori (n= 10)	9%	18%	73%			73%
Pacific (n= 25)		28%	72%			72%
NZ European (n= 83)	6%	13%	65%	10%	6%	81%
Asian (n= 271)	16%	9%	70%	4%	1%	75%
ESOL funded (n=145)	22%	11%	67%			67%

Maths

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n= 406)	5%	9%	59%	17%	10%	86%
Boys (n= 204)	5%	7%	55%	18%	15%	88%
Girls (n= 200)	4%	10%	63%	17%	6%	86%
Māori (n= 11)	9%		73%	18%		91%
Pacific (n= 25)		24%	68%	8%		76%
NZ European (n= 83)	5%	6%	58%	26%	5%	89%
Asian (n= 268)	5%	9%	56%	16%	14%	86%
ESOL funded (n=145)	6%	11%	69%	10%	4%	83%

**Te Tiriti o Waitangi - 2024 Annual Report
Kohia Terrace School**

The school gives effect to Te Tiriti o Waitangi, including by

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

This is evidenced through

- Specific attention to appropriate tikanga in our termly Mihi Whakatau which is reviewed regularly and adjustments made as required
- Throughout 2023 we developed the KTS curriculum with specific attention to Te Tiriti o Waitangi and how it needs to be considered in each of our five key contexts: Inclusivity, Mana and Identity, High Expectations, Teaching Practices and Connecting. The links with Te Mātaiaho are identified within each of the contexts.
- Kapa Haka continues to be on offer for ākonga; we have over 25% of the kura now regularly attending.
- Consultation with Māori whānau is now biannual
- Annual celebration/education for Matariki; kura and community hikoi ki Maungawhau
- Board of Trustees professional learning around their role in giving effect to Te Tiriti o Waitangi in 2023 using Poutama Reo and Hautu as reference points
- Our school charter continues to have a goal focused on Te Ao Māori which also aligns to an initiative with our Kahui Āko
- Continued School participation in our kahui ako kapa kāhui
- Tumaki undertook sabbatical research into how schools with less than 5% ākonga Māori ensure those students thrive.
-

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

This is evidenced through:

- All staff have accessed appropriate regular PLD to enhance their professional growth in te reo Māori and appropriate tikanga and kawa
- Professional Growth Cycle has specific bicultural links and reference to Professional Standards
- In 2024 we assessed all Year 4 - 8 students using two NZCER assessment tools (te reo and tōku reo) with the results of the tōku reo survey informing the 2024/2025 school charter
- Weekly planning details specific instruction in te reo Māori
- School subscribes to online programmes which offer resources and professional support.
- Daily tikanga includes the school karakia and growing use of waiata
- The school whakataukī is the basis of our graduation profile
- Leadership development includes professional reading such as Wayfinding Leadership, Niho Taniwha
- School wide confidence of KTS developing

(iii) achieving equitable outcomes for Māori students.

This is evidenced through

- Biannual review of student achievement data including a focus on ākonga Māori
- Opportunities for ākonga Māori to lead (mihi/karakia/waiata/kapa haka)
- Expectation for ākonga Māori to achieve at the same level as all ākonga

Kohia Terrace School

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><u>Wellbeing</u></p> <p>Our board is responsible for the health and safety of all staff. We aim to create a safe physical and emotional environment, and a positive, inclusive culture to support effective teaching and learning. Our school monitors the health of workers as part of its primary duty of care.</p> <p>Staff wellbeing regularly planned for, budgeted, monitored and reported.</p> <p><u>Health and Safety</u></p> <p>Kohia Terrace School is committed to ensuring the safety and wellbeing, as far as is reasonably practicable, of students, employees, and visitors both at school and when away from the school on school business. The board is responsible for this policy, and delegates its implementation to the principal. The school reports on aspects of its health and safety compliance throughout the year.</p> <p>Policy and Procedures are followed and compliance reported to the Board</p> <p>The Health and Safety committee meet as per the policy and is a part of all school meeting agendas</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Refer school docs and EEO Board review process</p> <p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers"</p> <ul style="list-style-type: none"> - Review goes to the Board annually - Follow Legislation, Policy, MoE guidelines and NZSTA support and advice - Following the EEO policy and procedure - Follow NZSTA and School DOcs employment procedures - Consider the demographic of our community when shortlisting / appointing candidates <p>EEO needs are considered when positions arise.</p> <p>An EEO report to the board is prepared at the beginning of each year.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude along with suitability of staff who bring different perspectives.</p>

	<p>Advertise through the Education Gazette</p> <p>Board and staff representation on the appointment panel in many cases. Board representation is diverse and representative of the community.</p> <p>Carry out detailed reference checks</p> <p>Ensure current job description and appointment criteria for shortlisting and appointment</p> <p>Completion of the risk assessment with all appointments</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>Aim to give effect to Te Tiriti o Waitangi in all processes</p> <p>Follow EEO principles</p> <p>Provide for school visits prior upon application and build relationships - whakawhanaungatanga</p> <p>Offer the opportunity for whānau support at interviews</p> <p>Facilitate reo conversations and embrace their feedback around all aspects of te ao Māori, te reo Māori, mātauranga Māori</p> <p>Support with appropriate professional learning and culturally responsive development</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>A purposeful and strategic professional learning and development support</p> <p>Created a culture of trust and continuous learning as evidenced in individual professional growth cycles.</p> <p>Individual coaching as a mechanism for individual goals and development</p> <p>Multiple professional learning and development opportunities for kaiako and kaiāwhina kaiako</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Annual Board EEO review</p> <p>Conversations around hours of work and conditions. Offered a new staff member 0.8 contract.</p> <p>Ensure equitable access to staff leave to care for whānau if required</p> <p>Follow the terms and conditions of the Collective Agreement</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>The Board recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</p> <p>The Board also ensures that employment and personnel practices are fair and free of any bias.</p>

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?		no
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	

Review of Kiwi Sport funding **2024**

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024, the school received total kiwisport funding of **\$5,946.64 GST excl.** It was spent on the following:

Swimming Lessons: **\$4,384.87 GST excl.**

- We provided every child in Year 5 and 6 targeted swimming lessons at Dean Greenwood Swim School in Mt Eden.

Bus Fares to Dean Greenwood Swim School: **\$2,400.00 GST excl.**

- We provided bus transport to Dean Greenwood Swim School in Mt Eden.

Recommended use of the funding for 2025:

1. Continue to fund swimming lessons for students in Years 5-6.
2. Continue to pay for bus fares to swimming lessons

Report prepared by Alison Spence/ Lisa Miller
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