



# **Chertsey School**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2024**

#### **School Directory**

**Ministry Number:** 3313

**Principal:** Claire Maria

**School Address:** 83 High Street, RD 2, Ashburton

**School Phone:** office@chertsey.school.nz

**School Email:** (03) 302 2727

**Accountant / Service Provider:**

89 Nazareth Avenue  
Christchurch  
Ph: 03 338 4444



# CHERTSEY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
<a href="#">1</a>	Members of the Board
<a href="#">2</a>	Statement of Responsibility
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 20</a>	Notes to the Financial Statements
	Independent Auditor's Report

# Chertsey School

## Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Scott	Presiding Member	Elected Sept 2022	Sept 2025
Claire Maria	Principal ex Officio	Appointed Jan 2023	Sept 2025
Lynley Procter	Parent Representative	Co-opted Sept 2023	Sept 2025
Jen Light	Staff Representative	Elected Sept 2022	Sept 2025
Kat Green	Parent Representatives	Elected Oct 2023	Sept 2025
Darcy Plumb	Parent Representatives	Elected Oct 2023	Sept 2025

# Chertsey 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.

Andrew Scott

Full Name of Presiding Member

Signed by:  
  
C15546CE39377A88

Signature of Presiding Member

28/06/2025

Date:

Claire Maria

Full Name of Principal

Signed by:  
  
859A3214E345EF19

Signature of Principal

28/06/2025

Date:

# Chertsey School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	870,234	766,604	839,649
Locally Raised Funds	3	117,634	41,784	175,745
Interest		7,184	2,004	3,606
<b>Total Revenue</b>		995,052	810,392	1,019,000
<b>Expense</b>				
Locally Raised Funds	3	39,647	14,412	22,608
Learning Resources	4	667,057	625,217	632,140
Administration	5	110,745	57,972	97,395
Interest		293	-	288
Property	6	133,406	147,352	124,110
Loss on Disposal of Property, Plant and Equipment		(3,679)	-	-
<b>Total Expense</b>		947,469	844,953	876,541
<b>Net Surplus / (Deficit) for the year</b>		47,583	(34,561)	142,459
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		47,583	(34,561)	142,459

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

# Chertsey School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		379,148	374,624	236,689
Total comprehensive revenue and expense for the year		47,583	(34,561)	142,459
Contributions from the Ministry of Education		-	-	-
Distributions to the Ministry of Education		(19,580)	-	-
Contribution - Furniture and Equipment Grant		3,952	3,952	-
<b>Equity at 31 December</b>		411,103	344,015	379,148
Accumulated comprehensive revenue and expense		411,103	344,015	379,148
Reserves		-	-	-
<b>Equity at 31 December</b>		411,103	344,015	379,148

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.

# Chertsey School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	116,338	90,000	88,681
Accounts Receivable	8	44,889	40,000	36,018
GST Receivable		-	-	6,619
Prepayments		30,435	-	-
Inventories	9	527	-	536
Investments	10	40,060	40,000	37,745
Funds Receivable for Capital Works Projects	16	-	-	233,908
		232,249	170,000	403,507
<b>Current Liabilities</b>				
GST Payable		6,916	-	(1)
Accounts Payable	12	52,352	48,000	114,624
Revenue Received in Advance	13	11,548	-	9,419
Finance Lease Liability	15	5,354	5,357	5,357
Funds held for Capital Works Projects	16	0	-	143,115
		76,170	53,357	272,514
<b>Working Capital Surplus/(Deficit)</b>		156,079	116,643	130,993
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	276,441	256,138	271,918
		276,441	256,138	271,918
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	13,719	18,331	13,327
Finance Lease Liability	15	7,698	10,435	10,435
		21,417	28,766	23,762
<b>Net Assets</b>		411,103	344,015	379,148
<b>Equity</b>		411,103	344,015	379,148

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

# Chertsey School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		300,150	246,514	332,233
Locally Raised Funds		117,831	41,784	183,683
Goods and Services Tax (net)		13,535	6,620	51,310
Payments to Employees		(196,887)	(206,549)	(213,683)
Payments to Suppliers		(232,903)	(181,544)	13,677
Interest Paid		(293)	-	(288)
Interest Received		6,585	2,004	4,137
Net cash from/(to) Operating Activities		8,018	(91,171)	371,069
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		3,679	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(56,236)	-	(173,964)
Purchase of Investments		(2,315)	(2,255)	-
Proceeds from Sale of Investments		-	-	20,531
Net cash from/(to) Investing Activities		(54,872)	(2,255)	(153,433)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,952	3,952	-
Distributions to Ministry of Education		(19,580)	-	-
Finance Lease Payments		(653)	-	(5,998)
Funds Administered on Behalf of Other Parties		90,793	90,793	(162,504)
Net cash from/(to) Financing Activities		74,512	94,745	(168,502)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>27,658</b>	<b>1,319</b>	<b>49,134</b>
Cash and cash equivalents at the beginning of the year	7	88,681	88,681	39,547
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>116,339</b>	<b>90,000</b>	<b>88,681</b>

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.



# Chertsey School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Chertsey 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 20.

#### *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	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	5 years
Textbooks	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.

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 Ministry Funding 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.

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are

#### **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.

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.

**r) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

**s) 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.

**t) Budget Figures**

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

**u) 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	264,279	222,600	303,364
Teachers' Salaries Grants	415,475	400,000	388,684
Use of Land and Buildings Grants	94,639	94,000	93,597
Ka Ora, Ka Ako - Healthy School Lunches Programme	46,661	-	-
Other Government Grants	49,180	50,004	54,004
	<u>870,234</u>	<u>766,604</u>	<u>839,649</u>

## 3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
<b>Revenue</b>	\$	\$	\$
Donations and Bequests	23,227	6,000	13,084
Fees for Extra Curricular Activities	17	804	5,476
Trading	36,033	33,780	47,316
Fundraising and Community Grants	57,940	696	104,908
Other Revenue	417	504	4,961
	<u>117,634</u>	<u>41,784</u>	<u>175,745</u>
<b>Expense</b>			
Extra Curricular Activities Costs	3,781	1,308	15,609
Trading	35,866	13,104	6,999
	<u>39,647</u>	<u>14,412</u>	<u>22,608</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>77,987</u>	<u>27,372</u>	<u>153,137</u>

## 4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	32,418	34,249	30,958
Information and Communication Technology	2,157	3,504	1,576
Employee Benefits - Salaries	569,111	561,988	570,617
Staff Development	13,744	9,696	10,169
Depreciation	49,627	15,780	18,780
Other Learning Resources	-	-	40
	<u>667,057</u>	<u>625,217</u>	<u>632,140</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,636	5,004	4,961
Board Fees	3,390	2,856	3,685
Operating Leases	518	3,600	468
Other Administration Expenses	16,919	14,856	16,351
Employee Benefits - Salaries	27,474	27,204	26,959
Insurance	561	456	443
Service Providers, Contractors and Consultancy	6,586	3,996	6,536
Ka Ora, Ka Ako - Healthy School Lunches Programme	46,661	-	37,992
	<u>110,745</u>	<u>57,972</u>	<u>97,395</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	392	5,004	(9,398)
Heat, Light and Water	6,619	6,216	6,187
Rates	797	696	705
Repairs and Maintenance	5,944	9,600	3,689
Use of Land and Buildings	94,639	94,000	93,597
Employee Benefits - Salaries	15,628	17,616	16,285
Other Property Expenses	9,387	14,220	13,045
	<u>133,406</u>	<u>147,352</u>	<u>124,110</u>

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

## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	90,806	90,000	88,681
Short-term Bank Deposits	25,532	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>116,338</u>	<u>90,000</u>	<u>88,681</u>

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

Of the \$116,338 Cash and Cash Equivalents, \$0 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.

Of the \$116,338 Cash and Cash Equivalents, \$11,548 of Revenue Received in Advance is held by the School, as disclosed in note 13.



## 8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables from the Ministry of Education	3,551	-	-
Interest Receivable	599	-	-
Teacher Salaries Grant Receivable	40,739	40,000	36,018
	44,889	40,000	36,018
Receivables from Exchange Transactions	599	-	-
Receivables from Non-Exchange Transactions	44,290	40,000	36,018
	44,889	40,000	36,018

## 9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	527	-	536
	527	-	536

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	40,060	40,000	37,745
Total Investments	40,060	40,000	37,745

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Work in Progress	138,022	(138,022)			-	-
Buildings - School	52,797				(1,795)	51,002
Furniture and Equipment	56,191	195,465	(10,904)		(37,630)	203,122
Information and Communication Technology	6,495	4,533			(4,018)	7,010
Leased Assets	15,503	3,077			(5,821)	12,759
Library Resources	2,910				(363)	2,547
	271,918	65,053	(10,904)	-	(49,627)	276,440

### 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.

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Work in Progress	-	-	-	138,022	-	138,022
Buildings - School	86,879	(35,877)	51,002	86,879	(34,082)	52,797
Furniture and Equipment	335,492	(132,369)	203,123	154,611	(98,420)	56,191
Information and Communication Technology	89,095	(82,086)	7,009	84,562	(78,067)	6,495
Leased Assets	24,884	(12,124)	12,760	26,971	(11,468)	15,503
Library Resources	26,538	(23,992)	2,546	26,538	(23,628)	2,910
	562,888	(286,448)	276,440	517,583	(245,665)	271,918

## 12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	935	-	59,414
Accruals	9,086	6,000	5,761
Banking Staffing Overuse	-	-	11,690
Employee Entitlements - Salaries	40,739	40,000	36,018
Employee Entitlements - Leave Accrual	1,592	2,000	1,741
	52,352	48,000	114,624
Payables for Exchange Transactions	52,352	48,000	114,624
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	52,352	48,000	114,624

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	11,351	-	9,419
Other revenue in Advance	197	-	-
	11,548	-	9,419

#### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	13,327	13,327	22,725
Increase to the Provision During the Year	2,744	5,004	(9,398)
Other Adjustments	(2,352)		-
Provision at the End of the Year	13,719	18,331	13,327
Cyclical Maintenance - Non current	13,719	18,331	13,327
	13,719	18,331	13,327

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2027 This plan is based on the schools 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

#### 15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	5,603	-	5,523
Later than One Year and no Later than Five Years	7,830	-	10,501
Future Finance Charges	(382)	-	(233)
	13,052	-	15,792
<b>Represented by</b>			
Finance lease liability - Current	5,354	5,357	5,357
Finance lease liability - Non current	7,698	10,435	10,435
	13,052	15,792	15,792

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

#### 16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Reclassificatio ns	Board Contributions \$	Closing Balances \$
Fencing Project Project number	137,756	-	-	(137,756)	-	-
LSC Office Conversion Project number 218724	(219,173)	5,718	-	213,455	-	-
Disability Upgrade Project number 227788	(14,255)	43,265	-	(48,313)	19,303	-
New Classroom Storage Unit Project number 224949	5,359	17,600	-	(23,236)	277	-
Building Refurbishment Project number	(480)	-	480	-	-	-
MOE Heatpump Project Project number 248159	-	10,988	(10,988)	-	-	-
MOE Lifecycle Heat Pump Replacement Project number	-	22,143	(22,143)	-	-	-
Totals	(90,793)	99,714	(32,651)	4,150	19,580	-

**Represented by:**

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

New Classroom Storage Unit and Hoist costs exceeded Ministry funding, and therefore, the Board provided \$19,580 of funding to complete and close out the project from retained surpluses. The \$19,580 was treated as a donation to the Ministry of Education via a distribution through equity.

During the preparation of the 2024 financial statements, project reclassifications have been made to align allocations with the corresponding Occupancy Use Certificates due to incorrect historic coding between project codes.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Reclassificatio ns	Board Contributions \$	Closing Balances \$
Fencing Project Project number	215,406	-	(77,649)	-	-	137,756
LSC Office Conversion Project number 218724	(167,989)	-	(51,184)	-	-	(219,173)
Disability Upgrade Project number 227788	18,935	-	(33,190)	-	-	(14,255)
New Classroom Storage Unit Project number 224949	5,359	-	-	-	-	5,359
Building Refurbishment Project number	-	-	(480)	-	-	(480)
Totals	71,711	-	(162,503)	-	-	(90,793)

**Represented by:**

Funds Held on Behalf of the Ministry of Education	143,115
Funds Receivable from the Ministry of Education	(233,908)

**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 \$
<i>Board Members</i>		
Remuneration	2,855	2,745
<i>Leadership Team</i>		
Remuneration	127,601	209,199
Full-time equivalent members	1	2
Total key management personnel remuneration	130,456	211,944

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (4 members) that meet three times a year and Property Committee (4 members) that meet three times a year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110-120
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

### Other Employees

No Other employee received remuneration greater than \$100,000.

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

## 19. 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).

The Board was notified of a claim of \$0 alleging a breach of contract. The Board has not recognised this matter in the financial statements because the

### 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.

## 20. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$0 (2023:\$143,116) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
New Classroom Storage Unit	-
<b>Total</b>	<b>-</b>

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 entered into no contracts.

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	116,338	90,000	88,681
Receivables	44,889	40,000	36,018
Investments - Term Deposits	40,060	40,000	37,745
Total financial assets measured at amortised cost	<u>201,287</u>	<u>170,000</u>	<u>162,444</u>

### Financial liabilities measured at amortised cost

Payables	52,352	48,000	114,624
Finance Leases	13,052	15,792	15,792
Total financial liabilities measured at amortised cost	<u>65,404</u>	<u>63,792</u>	<u>130,416</u>

## 22. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

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

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

#### Opinion

We have audited the financial statements of the School on pages 3 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28<sup>th</sup> of 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.

#### 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 Members of the Board listing, Chertsey School Analysis of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Good Employer Policy and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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



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



## Chertsey School Analysis of Variance for 2024

The Board of Chertsey School has made the decision not to publish our school results publicly, prioritising the privacy and confidentiality of our students. As a small school, we recognise that sharing detailed results could inadvertently lead to the identification of individual students, which we are committed to avoiding. Despite this, we understand the importance of transparency and accountability, and thus, we are providing a general analysis of our data for the year-end 2024. This overview aims to offer insights into our students' progress while maintaining the highest standards of privacy and discretion.

### Analysis of Variance for 2024 Reading Data

#### 1. What does the data tell us?

The analysis of our 2024 reading data indicates that we have successfully met our target, with 81.58% of all students performing at or above their expected learning levels. This demonstrates a positive outcome, as the target was set for 80%. The data also shows that male students have a slightly lower percentage (70%) at or above expected levels compared to female students (72.22%).

#### 2. What groups need more help?

While the overall target has been met, certain subgroups still require additional support. Specifically, Māori and Pasifika students show lower performance levels, with a higher proportion falling below the expected levels. Although these groups are smaller, it is important to ensure they receive adequate attention to improve their learning outcomes.

#### 3. What can we do better next year?

*To build on this year's success and address areas needing improvement, we can consider the following strategies:*

- **Targeted Interventions:** Implement specific reading intervention programs and support for all students, including Māori and Pasifika who are achieving below their expected learning level. This could include culturally responsive teaching methods and engagement with community leaders to ensure the curriculum is relevant and supportive of these students' backgrounds.
- **Professional Development:** Provide ongoing training for teachers to identify and address diverse learning needs, ensuring all students receive the necessary support to achieve their reading targets. Provide ongoing training and support for teachers in Structured Literacy and the new NZ Curriculum.
- **Parental and Community Engagement:** Increase involvement from parents and the community to support learning at home, particularly for groups that are underperforming. Workshops and reading materials can be provided to assist parents in supporting their children's education.

- **Monitoring and Feedback:** Establish a robust system for monitoring student progress throughout the year, allowing for timely interventions. Regular feedback sessions with students and parents can help in tracking improvements and identifying areas for further support.

- **Enhanced Support for Underperforming Groups:** Develop targeted reading interventions for all students, including Māori and Pasifika who are achieving below their expected learning level. This could involve tailored tutoring sessions, mentorship programs, and culturally relevant resources that resonate with these students' experiences.

- **Data-Driven Instruction:** Use data analytics to continuously monitor student progress and identify those at risk of falling behind. This will allow for timely interventions and personalized learning plans.

By focusing on these strategies, we can ensure continued success and work towards even higher achievement levels across all student groups in the future.

### Analysis of Variance for 2024 Writing Data

#### **1. What does the data tell us?**

The analysis of our 2024 writing data reveals that we have successfully met our target, with 82% of all students performing at or above their expected learning levels. This result surpasses our target of 80%, indicating a strong performance overall. In terms of gender, female students have a slightly higher percentage of achieving or exceeding expectations compared to male students. This is consistent with broader educational trends, but it highlights the need for continued focus on supporting all students.

#### **2. What groups need more help?**

Despite meeting our overall target, there are specific subgroups that require additional support. Māori and Pasifika students are among those who show lower performance levels, with a noticeable portion falling below the expected standards. As these groups are smaller, it is crucial to provide the necessary resources and attention to help them reach their full potential.

#### **3. What can we do better next year?**

To enhance our achievements in writing and address the areas needing improvement, we propose the following strategies:

- **Targeted Writing Interventions:** Implement specialized writing programs for all students, including Māori and Pasifika who are achieving below their expected learning level. This could include workshops, one-on-one mentoring, and integrating culturally relevant content into writing assignments to enhance engagement and understanding.

- **Professional Development:** Provide ongoing training and support for teachers in Structured Literacy and the new NZ Curriculum.

- **Continuous Monitoring and Feedback:** Establish a robust system for tracking student progress in writing throughout the year. Regular feedback sessions can help teachers tailor their instruction to meet individual student needs and adjust teaching strategies promptly.

**- Engagement with Families and Communities:** Encourage family involvement in the writing development process. Organizing events where students can showcase their work to the community can foster a supportive environment and motivate students to excel in their writing tasks.

By implementing these strategies, we aim to not only sustain our current success but also enhance writing outcomes for all student groups, ensuring that every student has the opportunity to excel in their writing skills.

## [Analysis of Variance for 2024 Mathematics Data](#)

### **1. What does the data tell us?**

The 2024 mathematics data reveals that over 80% of all students are performing at or above their expected learning levels. Specifically, 81.58% of students are meeting or exceeding expectations, which surpasses our initial target of 80%. This high level of achievement reflects the effectiveness of our mathematics instruction and indicates that most students are successfully engaging with the curriculum.

### **2. What groups need more help?**

Despite the strong overall performance, certain groups are not performing at or above expectations. Specifically, Māori and Pasifika students are among those who show lower performance levels, with a noticeable portion falling below the expected standards. Additionally, a significant percentage of male students, around 20%, are also performing below expectations. These groups represent key areas for targeted support to ensure that all learners have the opportunity to succeed.

### **3. What can we do better next year?**

To sustain and further improve mathematics outcomes for all students, we propose the following strategies:

**- Targeted Support Programs:** Develop and implement support programs specifically for all students, including Māori and Pasifika who are achieving below their expected learning level, and male students performing below expectations. These could include personalized learning plans, additional tutoring, and small group sessions to address individual learning needs.

**- Curriculum Enhancement:** Continue to enhance the mathematics curriculum by incorporating more interactive and real-world problem-solving activities that engage students and make learning more relevant to their experiences.

**- Teacher Professional Development:** Provide ongoing professional development opportunities for teachers to learn new instructional strategies, focusing on differentiation and technology integration to enhance mathematics teaching. Provide ongoing training and support for teachers using Maths No Problem and the new NZ Curriculum.

**- Parental and Community Engagement:** Foster stronger partnerships with parents and the community to support students' mathematical learning.

By focusing on these strategies, we aim to maintain and improve the mathematics outcomes for all students, ensuring that each learner has the support necessary to excel in mathematics.

## **Overall Conclusion**

The comprehensive analysis of our 2024 data across mathematics, writing, and reading demonstrates significant accomplishments, with a substantial majority of students achieving at or above their expected learning levels.

These achievements affirm our strategic goals of providing innovative education that fosters growth and meaningful connections, enhancing each student's learning journey. However, to ensure that every student thrives, we recognize the importance of addressing the needs of specific groups, particularly Māori, Pasifika, and male students, who require additional support.

By continuing to cultivate an inclusive environment that celebrates diversity and nurtures each individual, we are committed to uplifting the educational experience for all. It is vital that professional development is continuous throughout the year as teachers navigate a new curriculum with different outcomes, expectations, and assessments.

Through targeted interventions, enriched curricula, and strengthened community partnerships, we strive to create a learning atmosphere where every student feels valued and empowered to reach their highest potential.



**Chertsey  
School**



03 302 2727



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83, High St, RD2 Ashburton,  
Chertsey 7772

## Giving effect to Te Tiriti o Waitangi 2024

### Chertsey School has given effect to Te Tiriti o Waitangi by:

- Te Reo Māori and Tikanga are taught, valued and celebrated
- Whānau are consulted in meaningful and reciprocal ways
- The diversity of Māori is recognised and valued
- Educational barriers and inequalities are addressed to ensure equitable educational outcomes
- Education content and delivery reflects Aotearoa and our dual heritage
- All students are involved in the school kapa haka group and to perform at our local cultural festivals.
- 67% have completed Te Ahu o te Reo Māori Level 1 & Level 2 Course 2023-2024. Extending and consolidating te reo Māori. Building competence and confidence in speaking and understanding te reo Maori. Integrating te reo in the classroom and around the school. One teacher is currently completing Level 3 with Punarea.
- Staff only day at Arowhenua Wānanga, November 2024. To create opportunities for Ōpuke Kāhui Ako kaiako to connect with each other and Mana whenua, and support each other in developing and nurturing their passion for te Ao Māori. Collaboratively use the enthusiasm and motivation of each other to drive our mahi, as we support one another on our Matauranga Māori journey. To grow and maintain the relationship with Arowhenua Marae.
- Whole school Hakatere Marae Visit October 2024.
- Teach and awhi student Kaikaranga and Kai Whaikorero.
- Established and maintained connections with Ngāi Tahu representatives.
- Frequently seeking guidance that aligns with kawa and tikanga of the local rohe for our school tikanga.
- Create opportunities for our families to hui by celebrating Matariki.
- Support planning, teaching and whole school events around te reo Maori and Wiki o te reo Maori.
- Classroom practice that are related to te reo me ōna tikanga Māori, protocols, customs and traditions. ie Whakawhanaungatanga/Pōwhiri, Mihi Whakatau/Pepeha/Matariki/ Te Whare Tapa Whā/ Customary Games/Greetings/Farewells/Hangi.

Claire Maria  
Chertsey School Principal  
7th April 2025



**Chertsey  
School**



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83, High St, RD2 Ashburton,  
Chertsey 7772

## Chertsey School

### Good Employer Policy 2024

#### PURPOSE

1. The State Sector Act requires every employer in the Education Service to operate a personnel policy to ensure fair and proper treatment of employees in all aspects of their employment.
2. Chertsey School Board of Trustees will endeavour to be a good employer by supporting staff to ensure the well-being and educational achievements of all pupils.

#### GUIDELINES

1. The Board of Trustees will take all reasonable steps to ensure that good and safe working conditions exist in the provision and condition of the working environment and facilities, and will discuss and respond to all reasonable and achievable requests made by employees.
2. The Board of Trustees will recognise the needs of ethnic and minority groups and the employment requirements of women and persons with disabilities by responding to all reasonable and achievable requests made by employees.
3. Each year the Board of Trustees will make budget provision to support training and development programmes intended to enhance the abilities of individual employees with the expectation that funds used in this way will be reflected in enhanced employee performance in aspects of their work.
4. The Board of Trustees will take all other reasonable steps to ensure that it is a good and fair employer by responding to issues and concerns raised by employees.
5. The Board of Trustees will always value and respect staff's judgement but ultimately, on some issues, opinions may not coincide.

Claire Maria  
Principal  
15<sup>th</sup> May 2024



**Chertsey  
School**



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83, High St, RD2 Ashburton,  
Chertsey 7772

01.05. 2025

### Kiwisport

Kiwisport is a Government funding initiative to support student's participation in organized sport. In 2024 the school received total Kiwisport funding of \$652.32 (excluding GST).

The funding was spent on swimming lessons at EA Networks Centre, Rippa Rugby.

The number of students participating in organized sport remains 100% of the school roll.

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Claire Maria Tiatia  
Principal