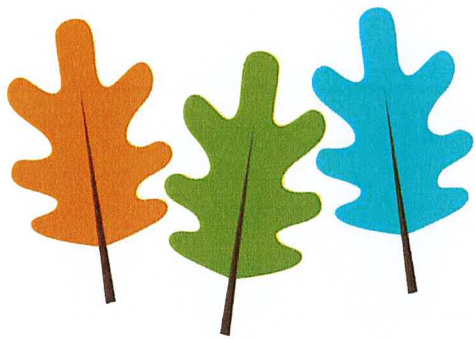


Royal Oak School Annual Report 2024



**Royal Oak
Primary School**

HONOUR LOYALTY SERVICE


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List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Georgie Shanks	Presiding Member November 2026
Alec Tang	August 2025
Kyle Rika	August 2025
Greg Burne	August 2025
Anna Jennings	November 2026
Vicky Stewart	Staff Member September 2025
Megan Clotworthy	Tumuaki

<div>  <div> <div>Royal Oak</div> <div>Primary School</div> </div> </div> <div>Analysis of Variance End of 2024</div>									
Reading	2022			2023			2024		
	Below	At	Above	Below	At	Above	Below	At	Above
All students	25.5%	47.8%	26.7%	34.4%	38.9%	26.7%	30.1%	40.2%	29.6%
Māori	34.1%	47.7%	18.2%	43.1%	27.3%	29.6%	47.9%	21.7%	30.5%
Pasifika	31.3%	54.7%	14.1%	37.9%	43.9%	18.2%	28.6%	51%	20.4%
Male	27.0%	50.9%	22.2%	34.0%	42.1%	23.9%	30.8%	40.2%	28.9%
Female	24.1%	44.4%	31.5%	34.8%	35.3%	29.9%	29.5%	40.2%	30.4%
Year 1	51.8%	42.9%	5.4%	57.7%	35.2%	7.1%	46.8%	46.8%	6.5%
Year 2	37.3%	56.0%	6.7%	47.3%	47.4%	5.3%	36.5%	58.1%	5.4%
Year 3	29.8%	53.6%	16.7%	38.8%	52.9%	8.2%	49.2%	44.4%	6.3%
Year 4	13.8%	47.5%	38.8%	22.1%	37.7%	40.3%	25.9%	44.4%	29.7%
Year 5	17.7%	54.4%	27.8%	24.1%	28.9%	47.0%	18.1%	25%	57%
Year 6	9.3%	30.7%	60.0%	18.0%	32.5%	49.4%	12.8%	25.6%	61.7%

Writing	2022			2023			2024		
	Below	At	Above	Below	At	Above	Below	At	Above
All students	34.9%	51.6%	13.6%	38.3%	48.8%	12.9%	31.5%	50.7%	17.8%
Māori	45.4%	43.2%	11.4%	52.3%	34.1%	13.6%	41.3%	41.3%	17.4%
Pasifika	57.8%	34.4%	7.8%	50.0%	45.5%	4.5%	36.7%	55.1%	8.2%
Male	40.6%	51.3%	8.1%	40.5%	49.4%	10.1%	32.7%	50.9%	16.3%
Female	28.7%	51.9%	19.4%	35.9%	48.2%	15.9%	30.4%	50.4%	19.2%
Year 1	23.2%	73.2%	3.6%	32.4%	64.8%	2.8%	21%	71%	8%
Year 2	36.0%	61.3%	2.7%	47.4%	49.1%	3.5%	41.9%	58.1%	0%
Year 3	41.7%	52.4%	6.0%	44.2%	55.8%	0.0%	50.8%	44.4%	4.8%
Year 4	23.8%	51.3%	25.0%	41.1%	41.0%	17.9%	42%	43.2%	14.8%
Year 5	50.6%	32.9%	16.5%	38.5%	38.6%	22.9%	18.1%	54.2%	27.8%
Year 6	29.3%	45.3%	25.3%	22.9%	48.2%	28.9%	17.5%	38.4%	44.2%

Mathematics	2022			2023			2024		
	Below	At	Above	Below	At	Above	Below	At	Above
All students	28.6%	45.6%	25.8%	31.1%	43.1%	25.8%	22.6%	52.2%	25.3%
Māori	45.5%	31.8%	22.7%	43.2%	34.1%	22.8%	26%	47.8%	26.1%
Pasifika	46.9%	42.2%	10.9%	44.0%	40.9%	15.2%	30.6%	57.1%	12.2%
Male	24.4%	42.7%	32.9%	25.8%	44.4%	29.8%	19.5%	50.7%	29.7%
Female	33.3%	48.6%	18.0%	36.9%	41.8%	21.4%	25.4%	53.6%	21%
Year 1	16.1%	67.9%	16.1%	33.8%	62.0%	4.2%	14.5%	74.2%	11.3%
Year 2	42.7%	50.7%	6.7%	38.6%	52.6%	8.8%	35.2%	59.5%	5.4%
Year 3	35.7%	50.0%	14.3%	41.8%	54.7%	3.5%	27%	66.7%	6.3%
Year 4	33.8%	28.8%	37.6%	26.9%	33.3%	39.8%	27.2%	53.1%	19.8%
Year 5	22.8%	41.8%	35.5%	25.3%	28.9%	45.8%	18.1%	27.8%	54.2%
Year 6	16.0%	41.3%	42.6%	18.1%	31.3%	50.6%	13.7%	39.1%	47.1%

Identified areas for further development for 2024

Goals for 2024		End of 2023	Mid-2024	End 2024
Māori and Pasifika Writing: To have 70% of students achieving at or above the expected curriculum level.	Māori	47.7%	31.3%	58.7%
	Pasifika	50.0%	19.3%	63.3%
	Year 3	52.6%	16%	49.2%
Year 3, 4 and 5 Writing: To have 70% of students achieving at or above the expected curriculum level.	Year 4	55.8%	33%	58%
	Year 5	58.9%	58%	82%
	Māori	56.9%	27.1%	74%
Māori and Pasifika Maths: To have 70% of students achieving at or above the expected curriculum level.	Pasifika	56.1%	26.9%	70%
	Year 4	58.2%	32%	73%
	Māori	56.9%	37.5%	52.2%

Identified areas for further development for 2025

Goals for 2025		End of 2024	Mid-2025	End 2025
Māori and Pasifika Writing: To have 70% of students achieving at or above the expected curriculum level.	Māori	58.7%		
	Pasifika	63.3%		
	Year 3	58.1%		
Year 3, 4 and 5 Writing: To have 70% of students achieving at or above the expected curriculum level.	Year 4	49.2%		
	Year 5	58.0%		
	Year 3	50.7%		
Year 3 Reading: To have 70% of students achieving at or above the expected curriculum level.				
Māori Reading: To have 70% of students achieving at or above the expected curriculum level.				

Analysis of Variance Reporting

School Name:	Royal Oak Primary School (End of 2024)	School Number:	1475
Strategic Aim from 2024 Strategic Plan: Denotes link to Kahui Ako goals	<ol style="list-style-type: none">To further develop an effective future-focused curriculum. (NELP Objective: 1/2/3/4)To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices. (NELP Objective: 1/2)To develop a school culture based on our values where all stakeholders are valued and empowered to learn. (NELP Objective: 1/2/3/4)		
Annual Aim 2024:	<ol style="list-style-type: none">Develop a future focused curriculum through collaborative, creative and innovative approaches.Embed our school wide culturally responsive practices.Develop our schoolwide focus on hauora aligning with our school values.		
Targets for 2024:	<p>1. Māori and Pasifika Writing: To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p>2. Year 3, 4 and 5 Writing: To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p>3. Māori and Pasifika Maths: To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p>4. Year 4 Maths: To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p>5. Māori Reading: To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p>Target 1: 47.7% of Māori ākonga and 50% of Pasifika ākonga achieved at or above the expected curriculum level in Writing.</p> <p>Target 2: 52.6% of Year 3 ākonga, 55.8% of Year 4 ākonga and 58.9% of Year 5 ākonga achieved at or above the expected curriculum level in Writing.</p> <p>Target 3: 56.9% of Māori ākonga and 56.1% of Pasifika ākonga achieved at or above the expected curriculum level in Mathematics.</p> <p>Target 4: 58.2% of Year 4 ākonga achieved at or above the expected curriculum level in Maths.</p> <p>Target 5: 56.9% of Māori ākonga achieved at or above the expected curriculum level in Reading.</p>		
Baseline Data from 2023:			

Actions <i>What did we do in 2024?</i>	Outcomes <i>What happened in 2024?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next for 2025?</i>
<p>Teachers analysed assessment data and set next learning steps with students early in term one.</p> <p>Data shared at parent goal setting conferences and areas of concern and strength noted.</p> <p>A rigorous approach to school review expectations led by senior leaders.</p> <p>Teachers created targeted programmes to support learning needs.</p> <p>Moderation of OTJ's- data was gathered each term with teachers making OTJ's and sharing the evidence used to make this.</p> <p>Teacher judgments were compared and discussed.</p> <p>Moderation practices continued.</p> <p>A number of small intervention groups for target students introduced where and when possible.</p> <p>Target students are regularly tracked by teachers and senior leaders.</p>	<p>Key: Not achieved Achieved</p> <p>Target 1: Māori and Pasifika Writing: To have 70% of ākonga achieving at or above the expected curriculum level. Result: 59% of Maori ākonga and 63% of Pasifika ākonga achieved at or above the expected curriculum level in Writing.</p> <p>Target 2: Year 3, 4 and 5 Writing: To have 70% of ākonga achieving at or above the expected curriculum level. Result: Year 3 49% Year 4 58% Year 5 82%</p> <p>Target 3: Māori and Pasifika Maths: To have 70% of ākonga achieving at or above the expected curriculum level. Result: Māori 74% Pasifika 70%</p>	<p>A variance for not achieving the targets may be attributed to transition to the next curriculum level. We have noticed this can occur at the transition from Level 2 to Level 3. This will be tracked closely. These will continue to be targets in 2025.</p> <p>We have a number of Māori and Pasifika learners who have been diagnosed with specific learning needs.</p> <p>We also had new ākonga arrive from other kura. A number of these ākonga arrived working well below expected levels and have learning needs. Transition of these new ākonga has a major impact on our data each year.</p> <p>The number of English Language learners arriving at our kura also impacts the data – particularly the Year 3,4,5 Maths as this is very language based. As their English acquisition improves so does their achievement, however, evidence says that a non-English speaker takes 5 to 7 years to fully develop their cognitive academic language proficiency... so this, too, is impacting the data for some targets.</p>	<p>New targets are set for 2025:</p> <p>1. Māori and Pasifika Writing: To have 70% of students achieving at or above the expected curriculum level (learning phase).</p> <p>2. Year 3, 4 and 5 Writing: To have 70% of students achieving at or above the expected curriculum level (learning phase).</p> <p>3. Year 3 Reading: To have 70% of students achieving at or above the expected curriculum level (learning phase).</p> <p>4. Māori Reading: To have 70% of students achieving at or above the expected curriculum level (learning phase).</p> <p>PaCT will continue to be used to moderate writing across the school until we implement PAT or eAsTTle.</p> <p>A strong focus will be made on the learning progressions – particularly in writing.</p> <p>Small, target groups will be identified for all curriculum areas.</p>

<p>Collaborative spaces allowed more frequent one on one support situations where and when possible.</p> <p>Continued implementation in the use of the PaCT tool for writing across the school.</p> <p>The Board employed a Mathematics specialist kaiako .6. This kaiako picked up target groups including Māori and Pasifika students who were achieving just below expected curriculum levels.</p>	<p>Target 4: Year 4 Maths: To have 70% of Year 4 ākonga achieving at or above the expected curriculum level. Result: 70% of Year 4 ākonga achieving at or above the expected curriculum level.</p> <p>Target 5. Māori Reading: To have 70% of ākonga achieving at or above the expected curriculum level. Result: 52.2% of Māori ākonga achieved at or above the expected curriculum level.</p> <p>Senior Managers and teachers were increasingly focused on tracking the target groups.</p> <p>Effective, explicit teaching strategies were shared.</p> <p>Continued moderation of reading, writing and mathematics schoolwide.</p> <p>Increased targeted intervention.</p> <p>PaCT informed judgements and moderation for writing.</p> <p>PaCT highlighted the learning progressions for kaiako planning.</p>	<p>These groups will be tracked closely by teachers and senior leaders.</p> <p>Kaiako to ensure that they are using explicit teaching pedagogy – a focus on using the common practice model will support this. Using the science of learning in all explicit teaching practices.</p> <p>Team leaders and SLT will continue to regularly monitor data and work with teams on effective practices and support focusing on target students.</p> <p>Collaborative practices will have a planned component for one on one and small group teaching.</p> <p>ESOL teacher employed and a focus on oral language, supported by ELAs – English Language Assistants, and learning support staff who work supporting small groups in class.</p> <p>Continue to develop the structured literacy programme.</p> <p>Structured literacy to include small group intervention for target students. These students get extra teaching of the same thing to reinforce their learning – review and practice.</p>
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Structured Literacy Programme running in the Acorns team and we are continuing to develop this across the Oaks team supported by facilitator. All teachers attending a three day Structured Literacy course.

Continue to work on teacher recognition of unconscious bias and how this impacts on learning.

Mahi Tahī evenings – to get to know whānau and ways in which you can connect with whānau to support the tamariki's learning.

Focus on teaching Māori as Māori.

Run whānau information evenings to inform whānau of programmes and how they support their tamariki.

Invite Pasifika families to our Fono.

Planning for 2025:

Mahi Tahī evenings to continue to build relationships with whānau

Consult with our Pasifika and Māori communities

Continue and expand Structured Literacy approach across the Acorns and Oaks team.

Professional Learning provided across the school for Structured Literacy – MoE funded. 3 days for each Kaiako (Oaks and Acorns) to attend.

Professional learning relating to the revised mathematics curriculum – Kahui Ako TOD and in-house PLD

Incorporate the Prime maths resource books into the mathematics programme.

Select summative assessment tool – either PAT or eaSTtle – although no longer a mandate from the MoE


Emphasis on Teacher Inquiry through the Professional Growth Cycle – all teachers to have personal teaching inquiry focused on improving achievement of target students.

Intervention programmes for target students in literacy within classes with learning support – training learning support with structured literacy approaches to review and practice what the target students are learning daily.

Termly tracking of target students by Kaiako and DPs

PaCT tool to continue to be used across the school to moderate and track writing progress until further notice.

Twice yearly reporting to the Board on achievement



Continued development of culturally sustaining practice across the school - Tapasā PI to take place.
Continue the Mitey programme to support student wellbeing.
Introduce the Healthy Active Learning Programme to support increased engagement in learning.

How we have given effect to Te Tiriti o Waitangi

- We lost our Te Reo Kaiako at the end of 2023, so Te Reo was taught within classes in 2024. We have managed to employ a new Kaiako for 2025.
- The Senior Leadership team led our Rōpū Rangatahi and Kapa Pasifika rōpū – weekly sessions
- The Treaty of Waitangi is being recognised, honoured and embedded through the N.Z histories and local curriculum.
- Staff have been encouraged to increase their knowledge and regular use of Te Reo, especially in the classroom.
- 6 staff PLD attended MoE funded PLD in their own time over two terms supporting their increased knowledge of Te Reo, Te Tiriti O Waitangi, Te Ao Māori and tikanga.
- School systems and routines have been adapted to include the increased use of Whakatauki, Karakia and waiata where appropriate for our school and context – i.e for meetings, beginning of the school day in classes and gatherings, including all staff meetings.
- We have an annual Hui where we consult with whānau.
- We scheduled a Matariki hīkoi up Maungakiekie (at 5.45am) – unfortunately, due to inclement weather, this was cancelled. This is planned again for 2025.
- We co-opted a Māori Board member in 2024.
- We have signage in Te Reo across the school.
- Termly pōwhiri take place to welcome new staff and students.
- Staff who identify as female are addressed as Whaea and their first name, staff who identify as male are addressed as Matua followed by their first name.

Statement of compliance with employment policy

As a school, we operate an employment policy that complies with the principle of being a good employer. (Including our equal employment opportunities programme).

Under s597 of the Act, we operate a personnel policy containing procedures generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

Reporting on the principles of being a Good Employer

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

*Risk analyses are completed
Hazards register is regularly monitored by the Property Manager
Near misses recorded
Electrics tested annually
Complaints procedure shared and made clear
Principal is the EEO officer
Provide 3 free counselling sessions with EAP
Continue to provide hand sanitiser and masks if desired
We wrap around and check in on people
Provide support when people have trauma and check on wellbeing
All staff sign Code of Conduct
We follow all health and safety procedures*

**What is in your equal employment opportunities programme?
How have you been fulfilling this programme?**

Providing equality opportunity in employment irrespective of a person's sex, gender, gender identity, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status or sexual orientation. Yes we have been fulfilling this.

How do you practise impartial selection of suitably qualified persons for appointment?

*If employees are in the same role and completing the same tasks, their pay will be equal and not assigned due to discriminatory reasons such as age, sex, or gender.
An employment process is followed including interviews (including at least two team members), completing a matrix and then selecting the best person for the job irrespective of age, gender ID, religion, race etc.*

How are you recognising,

- The aims and aspirations of Māori,
- The employment requirements of Māori, and
- Greater involvement of Māori in the Education service?

*Provide equal opportunities for all including our Māori staff
We focus on educating our Māori students as Māori
Connecting with whānau
Consultation hui
Co-opted a Māori Board member in 2024
Honour Te Tiriti and Te Ao at all times
Employed a Te Reo Kaiako again in 2025.*

How have you enhanced the abilities of individual employees?

*Provide a wide range of PL and opportunities for all staff
Provide distributed leadership opportunities and remunerate for these (where possible) and provide release (where possible).
Professional Growth Cycles*

How are you recognising the employment requirements of women?

*Parental leave, family leave where necessary, leadership promotional possibilities
Family leave when required (for sick tamariki)
Possible restricted hours of work due to whānau commitments – look at how we can work around that.*

How are you recognising the employment requirements of persons with disabilities?

*By recognising their disability and catering for this in the job description/requirements
Where physical disabilities are involved, we will invest to make property adjustments accordingly.*

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

ROYAL OAK SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1475

Principal: Megan Clotworthy

School Address: Chandler Avenue, Royal Oak, Auckland 1023

School Postal Address: Chandler Avenue, Roayl Oak, Auckland

School Phone: (09) 624 2800

School Email: admin@rops.school.nz

Executive Officer / In-house Accountant: Nemia Gariando

Members of the Board:

Name	Position	How Position Gained	Term Expires
Mrs Georgina Shanks	Presiding Member	Re-elected	Nov-26
Mrs Megan Clotworthy	Principal ex Officio	Appointed	
Mr Alec Tang	Deputy Presiding Member	Elected	Aug-25
Mr Greg Burne	Parent Representative	Elected	Aug-25
Mrs Anna Jennings	Parent Representative	Elected	Nov-26
Mr Kyle Rika	Parent Representative	Selected	Aug-25
Mrs Victoria Stewart	Staff Representative	Elected	Sep-25

ROYAL OAK SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
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Other Information

Principal's Report

KiwiSport

Analysis of Variance / Evaluation of the School's Students' Progress and Achievement

How the School has given effect to Te Tiriti o Waitangi

Statement of Compliance with Employment Policy

Report on Special funding

Royal Oak 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.

Georgina Shanks
Full Name of Presiding Member

M. J. Clotworthy
Full Name of Principal

G. Shanks
Signature of Presiding Member

Megan Clotworthy
Signature of Principal

3-6-25
Date:

03-06-2025
Date:

Royal Oak 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	4,947,030	4,778,405	5,136,466
Government Grants - Resource Teachers: Learning and Behaviour	4	3,794,858	3,692,289	3,658,451
Locally Raised Funds	3	387,633	435,208	313,450
Interest		42,521	41,800	41,507
Total Revenue		9,172,042	8,947,702	9,149,874
Expense				
Locally Raised Funds	3	11,692	1,300	3,978
Learning Resources	5	3,760,995	3,618,403	3,824,075
Administration	6	389,980	369,804	329,065
Resource Teachers: Learning and Behaviour	4	3,684,689	3,596,393	3,571,271
Interest		7,604	6,839	6,233
Property	7	1,537,367	1,441,816	1,535,440
Other Expense	8	35,990	-	-
Loss on Disposal of Property, Plant and Equipment		5,334	-	3,449
Total Expense		9,433,651	9,034,555	9,273,511
Net Surplus / (Deficit) for the year		(261,609)	(86,853)	(123,637)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(261,609)	(86,853)	(123,637)

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



Royal Oak 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		1,100,362	1,099,861	1,191,260
Total comprehensive revenue and expense for the year		(261,609)	(86,853)	(123,637)
Contribution - Furniture and Equipment Grant		1,875	-	32,739
Equity at 31 December		840,628	1,013,008	1,100,362
Accumulated comprehensive revenue and expense		840,628	1,013,008	1,100,362
Reserves		-	-	-
Equity at 31 December		840,628	1,013,008	1,100,362

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.



Royal Oak School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	9	522,052	397,257	402,178
Accounts Receivable	10	581,058	529,500	597,007
GST Receivable		22,284	17,000	16,512
Prepayments		24,517	20,000	19,470
Inventories		-	-	-
Investments	11	200,000	400,000	510,000
Funds Receivable for Capital Works Projects	19	16,578	-	603
		1,366,489	1,363,757	1,545,770
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	702,594	637,100	613,759
Borrowings	14	4,854	7,069	4,598
Revenue Received in Advance	15	85,617	15,565	98,979
Provision for Cyclical Maintenance	16	-	-	10,800
Finance Lease Liability	17	28,845	19,843	32,250
Funds held for Capital Works Projects	19	11,148	125,000	133,570
		833,058	804,577	893,956
Working Capital Surplus/(Deficit)		533,431	559,180	651,814
Non-current Assets				
Investments	11	-	560	558
Property, Plant and Equipment	12	558,461	628,792	612,666
		558,461	629,352	613,224
Non-current Liabilities				
Borrowings	14	362	1,088	2,681
Provision for Cyclical Maintenance	16	220,835	163,257	129,891
Finance Lease Liability	17	30,067	10,659	31,586
Funds held in Trust	18	-	520	518
		251,264	175,524	164,676
Net Assets		840,628	1,013,008	1,100,362
Equity		840,628	1,013,008	1,100,362

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



Royal Oak 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		1,674,033	1,534,465	1,587,352
Locally Raised Funds		325,884	403,356	284,111
International Students		54,124	37,982	36,687
Goods and Services Tax (net)		(5,772)	1,000	(3,119)
Payments to Employees		(1,203,881)	(1,077,230)	(1,071,699)
Payments to Suppliers		(766,912)	(845,370)	(915,100)
Interest Paid		(7,604)	(6,839)	(6,233)
Interest Received		40,835	42,300	39,196
Net cash from/(to) Operating Activities		110,707	89,664	(48,805)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,052
Purchase of Property Plant & Equipment (and Intangibles)		(130,734)	(189,116)	(100,870)
Purchase of Investments		-	-	(5,013)
Proceeds from Sale of Investments		310,558	(13)	-
Net cash from/(to) Investing Activities		179,824	(189,129)	(104,831)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	-	32,739
Finance Lease Payments		(20,075)	(22,083)	(24,758)
Loans Received		-	-	2,681
Repayment of Loans		(2,063)	(29,843)	(11,213)
Funds Administered on Behalf of Other Parties		(150,394)	125,013	24,597
Net cash from/(to) Financing Activities		(170,657)	73,087	24,046
Net increase/(decrease) in cash and cash equivalents		119,874	(26,378)	(129,591)
Cash and cash equivalents at the beginning of the year	9	402,178	423,635	531,769
Cash and cash equivalents at the end of the year	9	522,052	397,257	402,178

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.



Royal Oak School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Royal Oak 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.

Accounting Treatment of Resource Teachers: Learning and Behaviour (RTL) Cluster Funds

Resource Teachers: Learning and Behaviour (RTL) Lead Schools employ itinerant fully-registered specialist teacher(s) who hold a current practicing certificate and have the training and skills to provide the RTL service. RTL Lead Schools act a principal in relation to the RTL programme for their group of schools.

A technical review was completed in 2022 on the accounting treatment for RTL funds in the financial statements of Lead Schools (approximately 40 nationwide). This review resulted in a change in the accounting treatment of the RTL income and expenses for Lead Schools.

Historically, RTL funding had operated separately to the finances of the Lead School. This included the non-recognition of RTL related assets on the Lead School's asset register. However, the RTL programme is not a separate operation to the Lead School, but rather it is an operational component of the Lead School and should be treated as such in the Lead School's financial statements. Therefore, the accounting treatment should be as follows:

Revenue - A Lead School recognises the RTL funding received as revenue in advance, a liability, which is then released to revenue as the RTL services are provided.

Expense - is recognised as an expense when the cost is incurred.

Assets - When a purchase is expected to be used for more than one accounting period, it is recognised as an asset by the Lead School and then depreciated over the asset's useful life. Assets acquired by Lead Schools for the RTL programme and donated to cluster schools are recognised as an expense by the Lead School when donated to the cluster schools.

Revenue in advance - Remaining unspent funds at year end plus any unspent funds brought forward from prior years.

The RTL Services Revenue and Expense summary is disclosed in Note 4

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 16.

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 12.

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 17.

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.

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

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	10–40 years
Board-owned Buildings	10–40 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

Impairment of property, plant and equipment is disclosed at Note 8. Impairment of the Administration block upgrade is recognised due to weathertightness issue.

j) Accounts Payable

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

k) Employee Entitlements***Short-term employee entitlements***

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received for Resource Teacher: Learning and Behaviour 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.

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

n) 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.



o) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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 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) 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	1,073,362	1,005,332	1,154,307
Teachers' Salaries Grants	2,678,917	2,620,000	2,851,446
Use of Land and Buildings Grants	1,190,973	1,150,000	1,118,200
Other Government Grants	3,778	3,073	12,513
	<u>4,947,030</u>	<u>4,778,405</u>	<u>5,136,466</u>

Government Grants do not include RTLB grants which are disclosed in note 4.

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	178,084	195,100	162,075
Curriculum related Activities - Purchase of goods and services	55,214	45,250	39,721
Fundraising and Community Grants	33,618	77,600	17,268
Other Revenue	64,395	57,258	60,008
International Student Fees	56,322	60,000	34,378
	<u>387,633</u>	<u>435,208</u>	<u>313,450</u>
Expense			
Fundraising and Community Grant Costs	8,366	-	570
Other Locally Raised Funds Expenditure	-	-	2,468
International Student - Other Expenses	3,326	1,300	940
	<u>11,692</u>	<u>1,300</u>	<u>3,978</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>375,941</u>	<u>433,908</u>	<u>309,472</u>

Donations include a Parent Group donation of \$76,000 (2023: \$55,000).

4. Resource Teachers: Learning and Behaviour Services Revenue and Expense

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers for Learning Behaviour to its group of schools.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Teachers' Salary Grant	3,285,093	3,180,000	3,141,750
Administration Grant	112,330	104,762	108,450
Learning Support Funding	201,883	191,617	198,759
Travel Grant	114,031	114,031	110,042
Lead School Grant	12,141	11,523	11,930
Other Revenue	128,069	90,356	157,688
	<u>3,853,547</u>	<u>3,692,289</u>	<u>3,728,619</u>
Revenue received in advance	(58,689)	-	(70,168)
Revenue recognised	<u>3,794,858</u>	<u>3,692,289</u>	<u>3,658,451</u>



Expense

Employee Benefit - Salaries	3,285,093	3,180,000	3,141,750
Administration	81,580	98,486	96,913
Learning Support	215,455	206,814	215,051
Travel	87,887	94,135	108,665
Other Expenses	14,674	16,958	8,892
Total Expense	3,684,689	3,596,393	3,571,271
<i>Surplus/ (Deficit) for the year - RTL Service</i>	110,169	95,896	87,180

5. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	138,118	116,000	113,074
Information and Communication Technology	30,215	29,620	24,708
Employee Benefits - Salaries	3,408,452	3,285,699	3,490,020
Staff Development	5,589	8,084	13,723
Depreciation	176,558	176,000	179,110
Other Learning Resources	2,063	3,000	3,440
	3,760,995	3,618,403	3,824,075

6. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	11,463	9,800	9,550
Board Fees and Expenses	11,201	11,040	15,002
Consumables	9,748	5,400	5,486
Other Administration Expenses	1,267	1,700	5,887
Employee Benefits - Salaries	282,742	269,100	258,754
Insurance	14,056	14,056	11,923
Service Providers, Contractors and Consultancy	59,503	58,708	22,463
	389,980	369,804	329,065

7. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	76,032	77,750	78,767
Cyclical Maintenance	88,021	34,566	35,299
Heat, Light and Water	39,268	38,000	39,030
Repairs and Maintenance	67,754	65,000	79,917
Use of Land and Buildings	1,190,973	1,150,000	1,118,200
Employee Benefits - Salaries	75,319	76,500	74,475
Other Property Expenses	-	-	109,752
	1,537,367	1,441,816	1,535,440

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.

8. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Impairment of Property, Plant and Equipment	35,990	-	-
	35,990	-	-



9. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Bank Accounts	\$ 522,052	\$ 397,257	\$ 402,178
Cash and cash equivalents for Statement of Cash Flows	<u>522,052</u>	<u>397,257</u>	<u>402,178</u>

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

Of the \$522,052 Cash and Cash Equivalents, \$11,148 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 \$522,052 Cash and Cash Equivalents, \$85,617 is Revenue Received in Advance held by the School, as disclosed in note 15.

Of the \$522,052 Cash and Cash Equivalents, \$58,689 is held by the School on behalf of the RTLB Service. See note 4 for details of how the funding received for the cluster has been spent in the year.

10. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Receivables	\$ 5,321	\$ 3,000	\$ -
Receivables from the Ministry of Education	17,779	10,000	122,279
Interest Receivable	6,062	4,500	4,376
Teacher Salaries Grant Receivable	551,896	512,000	470,352
	<u>581,058</u>	<u>529,500</u>	<u>597,007</u>
Receivables from Exchange Transactions	11,383	7,500	4,376
Receivables from Non-Exchange Transactions	569,675	522,000	592,631
	<u>581,058</u>	<u>529,500</u>	<u>597,007</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	200,000	400,000	510,000
Non-current Asset			
Long-term Bank Deposits	-	560	558
Total Investments	<u>200,000</u>	<u>400,560</u>	<u>510,558</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	166,987	-	-	(35,990)	(13,516)	117,481
Furniture and Equipment	174,321	42,127	-	-	(58,079)	158,370
Information and Communication Technology	26,591	13,869	-	-	(20,844)	19,615
Leased Assets (excluding RTLB leased assets)	41,066	5,346	-	-	(22,095)	24,318
Library Resources	123,516	14,965	(5,334)	-	(15,697)	117,450
RTLB Assets (including leased assets)	80,185	87,369	-	-	(46,327)	121,227
	<u>612,666</u>	<u>163,676</u>	<u>(5,334)</u>	<u>(35,990)</u>	<u>(176,558)</u>	<u>558,461</u>



The net carrying value of equipment held under a finance lease is \$54,989 including RTLB equipment (2023: \$61,211)
Leased assets held under finance lease include RTLB equipment with carrying value of \$30,670 (2023: \$20,145).

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	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	408,852	(291,371)	117,481	449,404	(282,417)	166,987
Furniture and Equipment	1,258,753	(1,100,383)	158,370	1,279,757	(1,105,438)	174,321
Information and Communication Technology	262,226	(242,611)	19,615	281,082	(254,492)	26,591
Leased Assets (excluding RTLB leased assets)	83,537	(59,219)	24,318	97,346	(56,280)	41,066
Library Resources	355,337	(237,887)	117,450	373,084	(249,568)	123,516
RTLB Assets (including leased assets)	278,189	(156,962)	121,227	214,610	(134,424)	80,185
	<u>2,646,894</u>	<u>(2,088,433)</u>	<u>558,461</u>	<u>2,695,283</u>	<u>(2,082,619)</u>	<u>612,666</u>

13. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	32,450	28,000	29,144
Accruals	91,219	24,600	84,782
Employee Entitlements - Salaries	551,896	563,000	470,352
Employee Entitlements - Leave Accrual	27,029	21,500	29,481
	<u>702,594</u>	<u>637,100</u>	<u>613,759</u>
Payables for Exchange Transactions	702,594	637,100	613,759
	<u>702,594</u>	<u>637,100</u>	<u>613,759</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Loans due in one year	4,854	7,069	4,598
	<u>4,854</u>	<u>7,069</u>	<u>4,598</u>
Loans due after one year	362	1,088	2,681
	<u>362</u>	<u>1,088</u>	<u>2,681</u>

The school recognises RTLB related borrowings at 31 December 2024 of \$5,216 (31 December 2023 \$7,279). The RTLB Cluster entered into an agreement with Two Degrees to purchase iPhones under a mobile repayment plan. The full price of the iPhones is repaid in 24 monthly instalments with no interest charged.



15. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	2,759	-	2,338
Grants in Advance -RTL B Funds	58,689	-	70,168
International Student Fees in Advance	21,202	15,565	23,400
Other revenue in Advance	2,967	-	3,073
	<u>85,617</u>	<u>15,565</u>	<u>98,979</u>

16. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	140,691	140,691	105,392
Increase to the Provision During the Year	88,021	34,566	35,299
Use of the Provision During the Year	(7,877)	(12,000)	-
Provision at the End of the Year	<u>220,835</u>	<u>163,257</u>	<u>140,691</u>
Cyclical Maintenance - Current	-	-	10,800
Cyclical Maintenance - Non current	220,835	163,257	129,891
	<u>220,835</u>	<u>163,257</u>	<u>140,691</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the school's 10 Year Property plan.

17. 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	34,182	19,843	39,968
Later than One Year and no Later than Five Years	32,109	10,659	34,293
Future Finance Charges	(7,379)	-	(10,425)
	<u>58,912</u>	<u>30,502</u>	<u>63,836</u>
Represented by			
Finance lease liability - Current	28,845	19,843	32,250
Finance lease liability - Non current	30,067	10,659	31,586
	<u>58,912</u>	<u>30,502</u>	<u>63,836</u>

18. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Non-current	-	520	518
	<u>-</u>	<u>520</u>	<u>518</u>

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.



19. 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 9, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Permanent Shade Structure (MoE SIP Project)	46,048	-	(46,048)	-	-
5YA - 1, 3, 7, 10, Snr Roof, Clearlite & Gutter Replacement	-	-	(770)	-	(770)
5YA- Block 6 & 8 Roofing & Spouting Replacement	51,390	-	(51,390)	-	-
MoE SIP - New Playground Equipment	10,381	-	(10,381)	-	-
5YA - Admin, 3 & 4 Replacement Flashings & Part Roof Replacement	7,875	-	-	-	7,875
5YA - Block 1: Convert Resource Area to New LSC Office	17,876	-	(14,603)	-	3,273
5YA - Retaining Wall Project	(603)	-	(12,159)	-	(12,762)
5YA - Blocks 1, 3, 7, Art - Switchboard Replacement	-	58,500	(66,062)	4,516	(3,046)
Totals	132,967	58,500	(201,413)	4,516	(5,430)

Represented by:

Funds Held on Behalf of the Ministry of Education	11,148
Funds Receivable from the Ministry of Education	(16,578)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Permanent Shade Structure (MoE SIP Project)	69,898	-	(23,850)	-	46,048
5YA - Block 2,3,10, D & Senior Partial Spouting Replacement	(2,763)	1,615	-	1,148	-
Administration Upgrade - MoE SIP & BOT Combined	(13,504)	13,504	-	-	-
5YA- Block 6 & 8 Roofing & Spouting Replacement	51,390	-	-	-	51,390
5YA- Senior Bitument Roof Replacement	17,833	-	(17,833)	-	-
MoE SIP - New Playground Equipment	10,381	-	-	-	10,381
5YA - Toilet Refurbishment	1,685	-	(1,685)	-	-
5YA - Admin, 3 & 4 Replacement Flashings & Part Roof Replacement	7,875	-	-	-	7,875
5YA - Block 1: Convert Resource Area to New LSC Office	-	17,876	-	-	17,876
5YA - Retaining Wall Project	-	-	(603)	-	(603)
Totals	142,795	32,995	(43,971)	1,148	132,967

Represented by:

Funds Held on Behalf of the Ministry of Education	133,570
Funds Receivable from the Ministry of Education	(603)

20. 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.

Anna Tang is the wife of Board member Alec Tang. During the year she was hired to do some work as part of the Ministry of Education's Creatives in Schools programme. She was paid a total of \$10,000 as set out in the funding agreement.



21. 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	3,020	3,240
<i>Leadership Team</i>		
Remuneration	675,099	763,025
Full-time equivalent members	5	5.75
Total key management personnel remuneration	678,119	766,265

There are six members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year.

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	180 - 190	170 - 180
Benefits and Other Emoluments	0 - 6	0 - 6

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	23.00	22.00
110 - 120	5.00	5.00
120 - 130	4.00	3.00
130 - 140	1.00	0.00
140 - 150	1.00	1.00
	34.00	31.00

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

22. 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	-	-

23. 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.

24. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$3,273 (2023:\$65,898) as a result of entering the following contract:

Contract Name	2024 Capital Commitment \$
Block 1: Convert Resource Area to New LSC Office	3,273
Total	3,273

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 19.

25. 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	522,052	397,257	402,178
Receivables	581,058	529,500	597,007
Investments - Term Deposits	200,000	400,560	510,558
Total financial assets measured at amortised cost	1,303,110	1,327,317	1,509,743

Financial liabilities measured at amortised cost

Payables	702,594	637,100	613,759
Borrowings - Loans	5,216	8,157	7,279
Finance Leases	58,912	30,502	63,836
Total financial liabilities measured at amortised cost	766,722	675,759	684,874

26. Events After Balance Date

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

27. Comparatives

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

28. RTLB Cluster Schools

The following schools are part of the RTLB cluster as detailed in Note 4.

Cornwall Park School	Baradene College	Bailey Road School
Ellerslie School	Glendowie College	Churchill Park School
Mangere Bridge School	Kohimarama School	Glen Innes School
Marcellin College	Meadowbank School	Glen Taylor School
Michael Park School	Mt Carmel School	Glenbrae Primary School
Michael Park HS	Orakei School	Glendowie School
Onehunga High School	Parnell School	Panmure Bridge School
Onehunga Primary School	Remuera Intermediate	Panmure District School
One Tree Hill College	Remuera Primary	Pt England School
Oranga School	Sacred Heart College	Ruapotaka School
Royal Oak Intermediate School	Selwyn College	Sommerville School
Royal Oak School	St Heliers School	St Patrick's School (Panmure)
St Joseph's School (Onehunga)	St Ignatius School (St Heliers)	St Pius X School (Glen Innes)
St Mary's Ellerslie	St Joseph's School (Orakei)	Stanhope Road School
Te Papapa School	St Michael's School (Remuera)	Sylvia Park School
Waterlea Public School	Tamaki Primary School	Tamaki College
St Thomas School	Te Kura Maori o Puau Te Moananui -a-Kiwa	
Stonefields School	Victoria Avenue School	



Principal's Report

Royal Oak Primary School Annual Report 2024

Royal Oak Primary School is strongly focused on student achievement and wellbeing. Achievement levels are regularly monitored, and programmes provided to have as many students as possible reach or exceed expected curriculum levels. An increased emphasis on staff and student wellbeing, and high levels of positive parent participation support helps to support engagement in learning from students and teachers. The school's strategic plan, including our school values, forms the basis of how all decisions are made throughout the year.

We started the year well, the first year for some time that we have not been impacted by major events – weather or health.

2024 was our Centennial Celebration year. A committee was formed from the start of the year, and this group focused on planning and preparing events to celebrate this auspicious occasion. Our Parent Group was in full support of the events – taking responsibility for our major community event that was held on the Saturday. We had an open morning on the Friday, and a Wine and Cheese that evening. All three events were well attended, and it was an extremely special time for our school and community. It was a huge undertaking, and I would like to acknowledge the Centennial Committee and the Parent Group for their outstanding support. The Centennial Wall is a lasting legacy of our Centennial. It not only raised funds for the school but also enabled whānau to remain connected to our kura for years to come. The opening of this wall was a very special event to commemorate our 100 years.

We provide a wide range of programmes to reflect our strategic plan. These programmes include STEM (a fully released teacher to lead this), environmental Science, Eco Warriors, extra-curricular music opportunities (a fully released teacher to lead this) including class music lessons, choir and orchestra – hand chimes, violin, cello, ukelele, recorder, marimba. We continue to be strong contenders in both the EPRo8 and Tournament of Minds competitions – winning regionally in both and nationally in ToM. We lost our Te Reo Kaiako at the end of 2023, so Te Reo was taught within classes for 2024. We are fortunate in 2025 to have been able to employ a new Te Reo Kaiako.

We have an increasing number of enrolments of neurodiverse students and students with behavioural concerns who are not funded by the Ministry. These tamariki need one on one support in the classroom, so we continue to employ 17 learning support staff to enable each classroom to benefit from extra support for all the tamariki. This is a huge financial commitment for the school, but one that benefits all the tamariki, and supports our teachers. This did contribute to a budget deficit in 2024, however these tamariki cannot function in a mainstream school without support, so we had to provide this. We very much appreciate the work that our Parent Group does in fundraising as this all helps go towards running our learning support programme.

Roseanne Gibson, manager of Cluster 8 RTLB (Ngā Manu āwhina), has continued to work closely with the principal to develop a strong and effective RTLB cluster. There are 30 RTLB employed and additional part time specialist support staff. The cluster is seen nation-wide as a high performing group.

School property is well maintained following the 10 Year Property Plan and 5YA. Flexible Learning Environments provide a model for sharing strengths, guiding practice and supporting academic acceleration. Classrooms are bright and attractive, well-resourced and furnished and reflect inclusive learning programmes.

Excellent links exist between the Parent Group and the school and, as a result, the parent community is very active in supporting the school in significant fundraising. This is a key factor in the provision of additional school resources, employing learning support staff and in networking within our multicultural community. There were a number of significant events that they organised throughout the year that raised a significant amount of money and brought joy to many. I would also like to acknowledge and thank all the dedicated parents who give up their time to attend meetings and help out at events – their work and support is so very much appreciated. I feel very proud of the relationship the school has with our Parent Group.

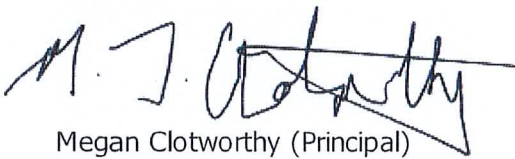
The Board of Trustees is a dedicated and committed group of parents. The Board is active in policy review and the meetings are heavily focused on raising student achievement and reporting in relation to the National Education and Learning Priorities (NELPs) and progress with the Strategic Plan.

Staff recruitment, when needed, is becoming more of a challenge with the difficulties with recruitment and retaining of quality teachers and learning support with appropriate experience. As Royal Oak Primary School is a sought-after place to work, the school leaders generally recruit strong and capable staff.

The school is proactive in its desire for high student achievement, building positive and inclusive links with the diverse community and in supporting its staff. There continues to be high levels of trust and respect within the school community.

I would like to sincerely thank our community for the support that has been given to us as a kura over the past year.

Ngā mihi
Megan Clotworthy
Tumuaki

A handwritten signature in black ink, appearing to read 'M. J. Clotworthy', written over the printed name.

Megan Clotworthy (Principal)

Georgie Shanks (Presiding Member)

March 2025

List of all school board members (optional)

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Royal Oak School (the School). The Auditor-General has appointed me, Cynthia Forbes, using the staff and resources of Forbes Audit and Accounting Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, 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:
 - the financial position as at 31 December 2024; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime

Our audit was completed on 4 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 includes the statement of responsibility, statement of variance, compliance with good employer requirements, and kiwisport funding 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.

Other Matter

The financial statements for the year ended 31 December 2023 were audited by another auditor, RSM Hayes Audit who expressed an unqualified opinion on the audit report dated 29 November 2024.



Cynthia Forbes
Forbes Audit and Accounting Limited
On behalf of the Auditor-General
Auckland, New Zealand

Report on other special and contestable funding

Creatives in Schools

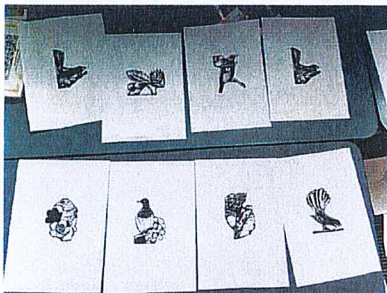
We were fortunate to receive funding for 2024 to work with an artist to create artworks to be displayed to celebrate our centennial year.

Our ākonga were involved in the Maungakiekie Songbird project which is a project formed to return the songbirds to the Maungakiekie area by creating both a safe haven for birds as well as enhancing the local habitat. The project is supporting halo residents, including organisations such as schools, and local businesses, to actively support the habitat by not only suppressing predators by trapping but also enhancing the natural habitat through the likes of native tree planting. We have done alot of mahi in this area. Our school has many trees in its environment – including many natives. These trees attract the birds to continue living in the “corridor”.

In 2024 we have our Centennial celebration...We want to link in with the project above and focus on the trees around our kura and the journey related to these trees. We have a number of significant native trees including a Pūriri tree at the centre of our playground that could tell many stories. The creative worked with all the Year 5/6 classes to create native tree leaf prints using gel, from that we selected a talented group to work on a similar project to create tiles out of native tree leaf prints to be mounted into wooden slabs that would be displayed around our kura telling the story of our kura in order to celebrate our centenary (which was in April 2024).

Due to unforeseen circumstances, unfortunately the project was unable to be completed within the time constraints. The tiles have been completed by the tamariki, and we are still waiting on a skilled tradesperson to embed them in our wooden posts that have been harvested from some felled trees from our school grounds.

See below for photos capturing the process and the final product, ready to be embedded in wooden structures to be placed around our kura. We have a total of 12 tiles to be embedded into 4 wooden pou.



Kiwisport Funding

This report summarises the positive impact of KiwiSport funding of \$ \$7,191, on Royal Oak Primary School's physical education and sports programs in 2024. This funding has significantly improved student well-being and development.

Enhanced Supervision and Inclusive Participation:

- A learning support person was employed to supervise games, ensuring inclusive participation for all students.
- The school financially contributed to this role, highlighting our commitment to student physical activity.

Netball Development and Growth:

- A learning support person coached netball, providing expert guidance.
- KiwiSport funding helped replenish netball equipment and uniforms.
- Increased student interest led to the creation of two additional netball teams which required team bags, uniforms and equipment

Supporting Diverse Sporting Opportunities:

- Funding helped cover transportation costs for diverse sporting activities. This enabled participation in inter-school competitions and events like the Physical Activity Leaders conference.

Royal Oak Primary School thanks KiwiSport for their support. This funding has significantly boosted physical activity and healthy lifestyles. We will continue to use these funds effectively to positively impact students. We believe these investments are developing well-rounded, healthy, and active students.