

BAINESSE SCHOOL

ANNUAL REPORT

2024



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BAINESSE SCHOOL BOARD REPORT 2024

Board Report 15/12/2024:

Major developments of the 2024 school year were as follows;

- *Stage One of our astroturf implementation was carried out.
- *Continuation of House of Science kits.
- *Continuation of Digital Technologies staff development through Digital Circus.
- *A new teacher was employed in our Junior class.
- *Our Board from the previous year remained the same providing great stability.
- * Our financial outcomes were once again positive with a surplus once again maintained.
- *The Manawatu Hockey coaching programme called Manasticks was continued in our school.
- *School hockey teams for every age group were run and coached for out of school competitions.
- *Music lessons continued to be made available to our students through the provider – Epic Music and a school band was introduced.
- *Another year of highly competitive showings from our students across the sporting and cultural codes.
- *Excellent results again across the core curriculum areas of Maths, Reading and Writing.
- *Cultural initiatives were continued with a successful Matariki celebration followed by a community hangi along with the hosting of a Te Kawanu Cluster Ki O Rahi tournament.

These actions contributed towards another successful school year!

REPORT ON STUDENT ACHIEVEMENT

2024 has been another highly successful year with our students performing exceptionally well in the classroom and at cluster events. Student behaviour has also been exemplary with our RURAL+ values being adhered to by all our students.

We continue to be part of the Te Kāwau Cluster framework of events which provides many opportunities for our students to aim and train for. Our Physical Education lessons are organised around the events that are coming up so that our students are aware of the skills required to take part. Our rural school character is maintained through several events which included another very successful Agricultural Day. We continue to run an annual school production due to having students that thrive in this area. We also continued to run our own school Athletics Day, Swimming Sports and our annual Cross Country.

Our whole school camp was held in a different area this year, with it being based at Palm Grove Community camp in Paraparaumu. This provided an excellent location with which to base our daily excursions to surrounding educational facilities. The camp itself was so good, that the intention is to base ourselves there again next year and to extend our trips even further.

Excellent academic results were achieved by our students in all the core curriculum areas through great teaching pedagogy and high but achievable expectations. End of year core curriculum data showed that Writing came out on top with schoolwide levels of 94% 'at and above' (this equated to four students being below in these areas). Maths ranked second with 92% 'at and above' with four students below and Reading still finished at a very respectable 89% 'at and above' (which equated to seven students being below in this area).

Finally with regards to staff, Mrs Danielle Peffers continued in the Middle Room for what was her second year of teaching and was successful in becoming fully registered to end the year. Miss Anna Lambert finished the year in the Junior Room and declared her intentions to go overseas for the following year, so a new teacher was hired for a short period, while Mrs Lizz Reid continued as our 'team teacher' with the principal in the senior room. All four teachers were appraised as required and demonstrated exceptional teaching skills. Our roll finished the year, 13 students up on the previous year, with 63 as our final total.

KIWISPORT FUNDING

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$219.97 (excluding GST).

This funding was spent on up-skilling all children in the school Manawatu Hockey lessons and children being subsidised for some sporting fees to enable them to play.

LOCAL PRIORITIES

Local Priorities will be identified through:

Data gathering, observation and self-review in consultation with staff, community and BOT.
In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines Framework.

LOCAL PRIORITY ONE:

Continue to offer unique RURAL + programmes and provide opportunities to develop the learning capabilities of all students through:

- **Creative, physical, culturally orientated curriculum programmes:**
 - PE, Music, Te Reo, Technology, Visual Arts
- **Rural Science - Inquiry:**
 - Gardens
 - Hillside Development
 - Environment: Reduce, Reuse and Recycle
 - EOTC Programmes linked to term focus
- **Outside Providers/Experts:**
 - Sport Manawatu: Cricket
 - Hockey Manawatu
 - Horizons
 - Life Education Trust
 - Red Cross
 - Public Health Nurse
 - Local Experts
 - Community Support

LOCAL PRIORITY TWO

Form positive partnerships and build strong relationship skills through a connected curriculum:

- **Rural + Values:**
 - Evident in our Behaviour Management Plan and our relationships with students
 - Part of our school developed vocabulary
 - Displayed in every classroom as term focus: specific learning intentions
 - Unpacked with students
 - Awards and recognition: Assembly/Prize Giving
 - Displayed in Foyer and on our school fence
 - Linked to Key Competencies and life-long learning
- **Key Competencies:**
 - Displayed in classrooms as term focus: specific learning intentions
 - Unpacked with students
 - Awards and recognition: Assembly
 - Part of school developed vocabulary
 - Linked to RURAL + values and life-long learning
- **Develop positive partnerships:**
 - Parents and Caregivers
 - BOT
 - Local community and businesses
 - Iwi representatives
 - Staff
 - Local cluster schools
- **Strong communication skills:**
 - Appreciation
 - Consultation

LOCAL PRIORITY THREE

For all students to show progress in literacy and numeracy achievement within teaching and learning programmes:

- **Formative assessment practices:**
 - All students knowing where they are and where to next in relation to next learning steps
 - Learning Intentions displayed in classrooms
- **Regular moderation in writing:**
 - Between Junior Room, the Middle Room and the Senior Room
 - Expand this process to include between schools
 - E-Astle professional development and assessment
- **Individual programmes for identified needs:**
 - Better Start Literacy Programme
 - Liz Kane reading programme
 - Investigate new and alternative programmes through agencies
- **Professional Development: school, cluster and individual:**
 - NZ Histories curriculum
 - Reading – Better Start Literacy
 - Science – House of Science
 - EnviroSchools
 - Digital technologies
 - Maths curriculum refresh
- **Teaching as Inquiry:**
 - Performance Management: Bainesse Professional Growth Cycle
 - Embed self-review
 - Target Groups: Maori/Pacific/Special Needs
- **Curriculum Review:**
 - Bainesse School Curriculum Plan
 - Data Analysis
 - Implementing Change

LOCAL PRIORITY FOUR

To provide educational, social, cultural, sporting, EOTC opportunities and competitions within the Te Kāwau group, the wider Manawatu and Nationally:

- **Educational:**
 - Te Manawa/other museum visits
 - Cluster Speech Competition
 - Visiting Experts and Educational Groups
- **EOTC:**
 - Trips related to Inquiry Topic
 - Bainesse Annual EOTC Trip: Camp
- **Sport:**
 - 2024 Cluster events and competitions
 - Small School events and competitions
 - Bainesse: Swimming Sports, Athletics and Cross Country
 - Tough Kids events
 - Visiting Manawatu Sports Groups
 - Manawatu afterschool sports
- **Cultural:**
 - Visiting group performances when available (Puppet shows and drama performances)
 - Te Reo and Kapa Haka
 - Bainesse School Production

- **Holistic Education:**

- Building Confidence and Positivity through the encouragement of involvement in activities that push the boundaries for students in areas that need strengthening
- Engage students through Rural Science, Sport, Arts

LOCAL PRIORITY FIVE

To promote the rural school family atmosphere and traditional RURAL + values so Baines is the school of choice:

- **Developing our sense of community:**

- BBQ Meet and Greet
- School and Te Kāwau Sporting Events
- Annual Agricultural Day
- Hillside Re-development planting
- FOS activities supported
- Major Fundraisers
- Te Kāwau Cluster competitions

- **Celebrating success and school promotion:**

- RURAL + on our fence
- 2024 Information Booklet and Foyer Displays
- School and student success/achievement discussed at prize-giving
- School Newsletter = fortnightly
- Continue to update our school website and Facebook promotion
- Hosted Te Kāwau Cross Country

- **Teaching and Learning Programmes:**

- RURAL + values: unpacked and embedded one per term
- Baines School Motto and Vision
- Rural Science On-going Inquiry: Gardens, Compost, Hillside Development Project and Reduce, Reuse, Recycle
- Agricultural Day promoted
- EOTC Programmes: Annual Camp & Bi-annual Year 7-8 camp
- Visiting other schools to compete, perform or present

Local Priorities Review

LOCAL PRIORITY ONE:

Continue to offer unique rural Science programmes and provide opportunities to develop the learning capabilities of all students:

- **Creative, physical, culturally orientated curriculum programmes:** During Term Three there was a focus on creativity through out production. Physical Education units were all based around upcoming Te Kawau events. We wove culturally orientated themes in throughout the year with the pinnacle being our Matariki hangi and cultural exhibition.
- **Rural Science development:** We have continued to plant out different areas around our school in a strategic manner and gardening is also an integral part of our community action group rotations.
- **Baines used outside providers and experts to motivate and engage students:** We had visits from Horizons to our staff meetings to give us advice as to implementing our Enviroschools programme and as to presenting engaging lessons. We also had a wide range of visitors for our students including, sports coaches, Life Education Trust facilitators, Duffy Book presenters, authors, and numerous other inspirational people.
- **All three main targets were met within this priority with our curriculum programmes, rural science development and use of experts, all integrating successfully.**

LOCAL PRIORITY TWO

Form positive partnerships and build strong relationship skills through a connected curriculum:

- **Rural + Values and Key Competencies:** Our Rural+ values and the key competencies are part of everything we do and focus on throughout our school, and this was the case again during 2024. Planning to have all of these included in our term overview ensures that this focus continues every year.
- **Developing positive partnerships:** Every year we engage in numerous initiatives and plan a wide range of events, that allow our parents, Board, local community and Iwi to be part of our school. This allows positive partnerships to continue as they view our staff in action and get the opportunity to see our students personifying our school values.
- **Strong communication skills:** We communicate with our parents and community across a wide range of platforms, sometimes electronically and other occasions through 'paper based' means. Fortnightly newsletters are produced in both forms, while any event that is planned, usually has one, two and sometimes three notices in advance of the event occurring. Facebook is also used to promote our students successes and update our parents as to events, etc. Parent interviews, student reports twice a year, along with informal meetings with parents are utilised to communicate student achievement progress and behaviour.

A focus on positive and transparent communication with parents has always been the emphasis of our school as both are the key to 'healthy' parent/school relationships. Our Rural+ values and key competencies continue to guide our students, to better themselves and to set high expectations for themselves and their peers around them. Our parental community is kept up to date with regards to their children's academic success and behaviour on a regular basis.

LOCAL PRIORITY THREE

For all students to show progress in literacy and numeracy achievement within teaching and learning programmes:

- **School-wide achievement results:** Our school-wide results in all the core curriculum areas, reading, writing and maths ranged between the 89-94 percentiles which we are exceptionally proud of.

- **Interventions used:** Our target students have received more time with their teachers to allow accelerated achievement to ensue. The Better Start Literacy programme has continued, and we are seeing excellent results in the Junior reading area.
- **Regular review of relevant documents/initiatives and PLG's:** Staff meetings are held fortnightly where professional development is provided. Admin meetings are held weekly to discuss the upcoming week. We have utilised Teacher Only Days and staff meeting to focus on the Maths curriculum refresh.

We continue to set high expectations for our students, and they continue to reach and exceed these heights. This is mainly due to the strong teaching pedagogy and safe, cohesive climates that have been nurtured in each classroom. Professional development in all of the curriculum refresh areas continues to be a 'work in progress' due to the quick launch of these documents.

LOCAL PRIORITY FOUR

To provide educational, social, cultural, sporting, EOTC opportunities and competitions within the Te Kawau group, the wider Manawatu and Nationally:

- **Educational Success:** Our House Leaders once again attended the National Young Leaders conference which they thoroughly enjoyed. We were also highly competitive once again at the Te Kawau Speech makers competition.
- **EOTC Success:** Our whole school camp held in Paraparaumu met all of its objectives and catered for all of our school age groups from 5 year olds through to 13 year olds.
- **Sporting Success:** We have had another stellar year, winning the Waimarino Tough Kids trophy, numerous triathlon and cross country medals, along with a Rippa Rugby trophy and the Small Schools cluster trophy.
- **Cultural Success:** We had a multitude of cultural events take place throughout 2024. The highlight continues to be our annual production, along with our Matariki celebration and cultural exhibition. Ag Day continues to be a huge part of our rural school and we had an increase in the number of animal entries this year.

We are very proud of the wide range of sporting, cultural and outdoor opportunities that our school offers. To be able to keep our academic results and success outside the classroom at a high level, requires a lot of work and 'balancing' of the school programme.

LOCAL PRIORITY FIVE

To promote the rural school family atmosphere and traditional RURAL + values so Bainesse is the school of choice:

- **Development of our sense of community:** Our school's sense of community is maintained by having an 'open door policy' and ensuring our school is an inviting place to be in, for both our students and parents alike.
- **Celebrating success and school promotion:** We use a range of ways to promote and celebrate our school successes including our school newsletter, assemblies, Facebook, See-saw and our annual prize-giving.
- **Teaching and learning programmes:** The learning progress of our students is communicated across a variety of means, on a constant basis to keep our parents informed.

Our end of year roll is 13 students higher than at the same time a year ago (from 50 to 63) so this is certainly demonstrating that we are meeting the 'school of choice' target and that the promotion of our school has been positive.

To advance student achievement through:

LEARNERS AT THE CENTER NELP Objective 1

Junior Reading/Science/Digital Technologies/Histories Curriculum

Bainesse Curriculum: Authentic contextual learning

Key competencies/RURAL + Values

Rural Science development

QUALITY TEACHING AND LEARNING NELP Objective 3

Junior Reading: Better Start Literacy

Teaching: Science & Histories Curriculum

Enviroschools: Continuation of this programme from last year.

Health and Safety

Regular safety audits and reports (1 per term)

Review evacuation procedure and hold regular practices (1 per term/per emergency)

Hazards Register
Re-design and refurbish School Hall

Matting for the bottom of the original school fort

Continually update the Health and Safety Portfolio and policies

Personnel

Use the Bainesse School Performance Management/PGC to appraise staff performance

Have regular staff meetings for increased communication/continuity timetabled into school day:

Mentor our beginning teachers and ensure they are inducted properly

Regular classroom observations

BARRIER FREE ACCESS NELP Objective 2

Review policies and procedures as per School Docs Review Cycle

Review curriculum statements and programmes as stated in the Curriculum Review Plan

Review achievement and alignment with Bainesse Standards

Complete variance report

Provide interim progress and end of year data to the Board

Bainesse School Annual Plan 2024

This was the Annual Plan for Bainesse School for 2024.

It outlined the areas we prioritized for our budget, staff training and major curriculum focus.

These actions combined to have a positive impact on student achievement.

Property

School Hall up-grade funding process Stage 1 carried out. Stages 2 & 3 to complete.

Community Action Groups: Compost, rubbish, PE shed, recycling with planned changes implemented

Look to begin the hillside redevelopment as part of the Rural Science Programme

FUTURE OF LEARNING AND WORK

NELP Objective 4

Meet audit requirements and deadlines FOS/Fundraising money/Grant applications

Continue budget for professional development

Continue to budget for increased professional development with consideration for the Principal and teachers professional growth cycles.

INCLUSIVE PUBLIC EDUCATION

NELP Objective 5

Meet all MoE and government legal obligations

Complete Charter/Analysis of Variance/Data Reports/Annual

Board Development

Board training as available for all BOT members – NZSTA

Ka Hikitia: In action

Use of self-review tools/BOT cycle

NEGS/NAGS focus for 2024

Partnerships

School events reported to community and news media

Work with the community when running swimming sports, cross country's, school production, Agriculture Day and the end of year prize giving

Community Newspaper

Communication: Term calendar Marae Visit – liaise with local Iwi

Newsletter/parent information meetings

ANNUAL STRATEGIC AIMS:

1. To have all students contribute to planning, implementation and change through our community action groups.
2. Continued development and sustainability of students ICT skills to enhance learning and achievement.

LOCAL PRIORITY AIMS:

1. Continue to offer unique rural Science programmes and provide opportunities to develop the learning capabilities of all students.
 - 1 a) That all students will participate fully in the life of the school with their identified strengths while achieving success as individuals.
2. Form positive partnerships and build strong relationship skills through a connected curriculum.
3. For all students to show progress in Literacy and Numeracy achievement within teaching and learning programmes.
4. To provide educational, social, cultural, sporting, EOTC opportunities and competitions within the Te Kawau group, the wider Manawatu and Nationally.
5. To promote an inclusive rural community atmosphere and traditional RURAL+ values so Baines is the school of choice.

STATEMENT OF RESOURCES**School roll and days open**

The school roll at:	1 March 2022	1 March 2023	1 March 2024
	58	43	49

The school was open for **384** half days in **2024**.

Physical resources

We implemented Stage One of a two stage process that saw an artificial surface put in on our tennis court. This was a major project and the strategic plan is to have Stage Two completed next year. These courts and this surface make it safer for our students when falling and will also be beneficial with regards to improving their physical education skills and fitness.

Staffing

During the year the school employed the following staff:

<i>Funded staffing:</i>	2024
Principal	1
Teachers	3.68
<i>The board also employed:</i>	
Teacher aide/Office Administrator	1
Cleaner	1
Caretaker	1

Other resources

The 'Friends of the School' folded at the end of 2022 due to the difficulty of maintaining membership. Funds from the group were still able to be utilised through written requests, to continue to support our school with numerous curriculum resources.

Members of the Board of Trustees

Name	Position	How position on Board gained	Board Role
Hayden Ellwood	Parent rep	Co-opted May 2023 Board nominated as incoming Chair March 2024	Chairperson/ Privacy Officer/Grants
Sandi Person	Secretary	Elected November 2017	Minutes Secretary
Carwyn Caffell	Principal	Appointed March 2015	Principal
Lizz Reid	Staff rep	Elected April 2023	Teacher
Claire Watson	Parent rep	Elected March 2020	Health & Safety/Property
Geoff McCrae	Parent rep	Elected March 2020	Finance
Laura McClenaghan	Parent rep	Co-opted May 2023	Community Liaison
Sylvia Kavanagh	Parent rep	Elected March 2022 Outgoing Chair March 2024	Chairperson/ Privacy Officer

Introduction;

The analysis of variance report gives an overview of how the strategic aims, goals, NAGs and student achievement goals were worked towards throughout the year.

Strategic Aim 1

“To have all students contribute to the planning, implementation and change through the Community Action Groups.”

Our new House Leaders did a wonderful job of turning their groups into cohesive units by holding regular meetings to ensure our students were familiar with the roles they should be performing and have worked well throughout the year. Jobs and tasks that contribute to our school's running, along with assisting the environment, were completed to a high standard.

New community action job rotations were allocated to our House Groups at the beginning of Term Two and functioned well. The group rotations ran well with our students staying on task and working without any complaints. As new students enrolled, they were integrated into our Community Action Groups. This sometimes required a lot of reshuffling to ensure numbers were evenly distributed and that age groups were well balanced.

We grappled with issues related to some student jobs finishing a lot quicker than others, which led to some off-task time. Students were reminded to seek out their House Leaders to ask for further tasks, but 'kids being kids' they did not always do this. Another issue was the inclement weather patterns which meant we could not always carry out a lot of the tasks on some days.

Strategic Aim 2

“Continued development and sustainability of students ICT skills to enhance learning and achievement.”

All three teachers used the Seesaw application, which allowed our students to report regularly to their parents. Each year when classrooms 'roll over', we are required to adjust settings and QR codes were sent out to maintain this link between home and school.

We purchased an iPad for the sole purpose of recording and media production, with both students and teachers playing a role in this process.

Our students utilised a wide range of ICT skills across the curriculum where possible, and new Chromebooks were required in the Middle and Senior classrooms as some of our existing ones rendered themselves obsolete due to maintenance issues. There is always an allowance for this in our budget process, and the number required was well within what we had budgeted for.

Lizz carried out a Chromebook stocktake to assess what was needed before we made a bulk purchase, ensuring we had enough to sustain practical numbers per student. iPads continued to be utilised in the Junior Room while Chromebooks remained the focus in the Middle and Senior Rooms.

In discussions with our digital professional development provider, Lizz coordinated a technician to review our school ICT systems on-site. Digital Circus provided two technicians who visited and liaised with Lizz, to fix some of the issues we had encountered with the network connection to our devices. Digital skills continued to be taught, while our resources were fine-tuned through Lizz and the Digital Circus company.

“Continue to offer unique rural Science programmes and provide opportunities to develop the learning capabilities of all students.”

We had two professional development sessions this year with Horizons facilitator, Rowena Brown. These meetings involved planning some really exciting rural science days, which were held on our school site. Both sessions were very highly valuable and provided us with great structure and a clear direction to pursue.

Science kits continued to arrive frequently and proved to be an excellent resource, helping to supplement our regular science programmes. In all honesty, fitting these kits in our ‘crowded curriculum’ was sometimes challenging, but science programmes were still taught regularly throughout the year. The kit incorporating ‘sea monkeys’ was of the greatest interest to our students, and kite making was carried out as part of Matariki preparation, which also integrated well with numerous science concepts. We will renew our subscription with the House of Science to enable the continues use of these resources in 2025.

I also had another Horizons expert visit our school to evaluate and provide advice on how to approach our hillside (combatting the takeover by exotics and agapanthus).

“That all students will participate fully in the life of the school with their identified strengths while achieving success for them as individuals.”

Term Four, 2023 finished with our school prize-giving, a wonderful celebration of the diverse range of students who achieve success throughout the year. With awards and certificates spanning cultural, sporting, and academic pursuits, our prize-giving serve as a great motivation, inspiring student to excel in areas where they are talented or passionate.

This year has been a busy one, packed with a variety of events that have showcased our students’ talents and interest across cultural, sporting and academic fields. Participation in these events has been excellent, with all of our students getting involved and enjoying themselves. This is one area where we never have issues with at school, in that our students never ask to ‘opt out’ of anything we plan.

A key highlight was our new approach to the Tough Kids event. Instead of selecting only a smaller group of more competitive students, we provided a larger number of students with the opportunity to participate. This proved to be a huge success, as students that would not normally be motivated to run to their maximum potential during training, were suddenly training with more intensity. As a result, several students qualified to represent our school at further Tough Kids competitions.

For our students who thrive on physical activity, cross-country training in Term 2 was a major highlight. Our targeted programme focused on mixing up runs that targeted both stamina and acceleration. Athletics was another key event, allowing students who enjoy PE to thrive. Hockey lessons and various sporting trips, including football and gymnastics, ensured that there was something for all age groups.

On a cultural perspective our school hosted its first Ki O Rahi tournament, which was a great success. Students that enjoy bicultural learning, singing and kapa haka thoroughly enjoyed the Matariki focus in the lead-up to our performance and hāngi. Many students also took part in poi-making in the classroom and learned to play Ki O Rahi. Ag Day was another fantastic opportunity for students to explore their interests of animals and potential future in farming.

Academically, our students engaged in speech-making across all classrooms. The topics were well-chosen, and the quality of delivery was impressive. Those who progressed to our school finals presented their speeches in a real confident manner.

Some of our students also had the chance to attend the Science Roadshow, further enriching their learning experience.

Our senior students in leadership roles attended the National Young Leaders Conference, in an effort to further inspire them through listening to people that have excelled as leaders (both young and older).

The Term Three production was a fantastic opportunity for our arts-orientated students, offering a creative and motivational experience.

As you can see, our school provides a wide range of opportunities across physical education, sciences, the arts, cultural integration and public speaking. Nearly every student finds a way to nature their talents and interests, with plenty on offer throughout the year. And this list doesn't even cover all the regular activities we engage in each term!

Local Priority 2

“Form positive partnerships and build strong relationship skills through a connected curriculum.”

The whole school camp at the beginning of the year was certainly advantageous and beneficial in regards to forming positive partnerships between our students, parents and staff. Integrating group and pair activities throughout the camp and during the school day further encouraged these relationships. New students who started at the beginning of the year were accepted and settled in well. Those who enrolled at the beginning of Term Two were smoothly transitioned in as part of our connected curriculum.

Relationships between students have remained strong throughout year, with only minor disagreements over trivial matters. Overall, a lot of positivity has been observed.

Several whole-school activities took place during the year, which certainly encouraged teamwork across the school and positive communications to achieve the goals being set. Our school spends a lot of time together preparing for Matariki, which aids in building partnerships as our students have to work together to achieve common goals. We finished Term Three celebrating Matariki with our school hangi.

Both of these initiatives were highly successful for numerous reasons. We had large involvement from our whole community, with our Māori whānau actively participating during these two initiatives, which was particularly significant in maintaining these relationships.

Our school production also encouraged strong relationship-building skills, as all classes worked together to deliver a successful performance. Additionally, various House activities always aid with building strong relationships. The newly incorporated ‘dress the calf’ competition, along with athletics sports and other House activities such as relays, further strengthened peer bonds.

Local Priority 3

“For all students to show progress in Literacy and Numeracy achievement within teaching and learning programmes.”

End of year assessment data demonstrated that 2023 was a very successful year. This data gave us the information we needed to target students that didn't meet their expected levels. I conducted meetings with our teachers at the start of the year to

discuss the initial data produced following early testing. The Middle Room data that I perused, showed a number of students had made positive gains and highlighted those that needed 'slight acceleration' before the end of the year. I also collected data from our previous Junior room teacher which was useful in placing students in readiness for the first five weeks the year. Over the first two terms, our teachers made overall teacher judgements with regards to Literacy and Numeracy levels of all of our students to enable the writing of mid-year reports. I collated this information and produced an interim progress report in readiness for the following Board Meeting.

I collated all of the data from our student's mid-year reports and then produced our annual Interim Progress Report. This report is not mandatory, instead it is an excellent 'yardstick' in keeping our management, teachers and Board up to date with how our students are travelling at the half-way point of the school year. As we saw in our Interim Progress report, our literacy and numeracy achievement are still at a high level. The report has been discussed with our teaching staff as well. Now is the time period where our teachers will carry out a multitude of tests to vindicate overall teacher judgements that will be made on student reports. Our final BOT meeting will see an overview of this collated data being presented.

Local Priority 4

“To provide educational, social, cultural, sporting, EOTC opportunities and competitions within the Te Kawau group, the wider Manawatu and Nationally.”

At the start of the year, we participated in the Top Schools event, Bainesse Swimming Sports, Small Schools Swimming Sports and Te Kawau Swimming Sports. Our students who were keen swimmers excelled at all of these events, and we were impressed with the progress of our younger swimmers as well.

Regarding EOTC opportunities, we run our whole school camp and had an excursion to Palmerston North. Both of these events ran smoothly due to careful planning and organisation. We finished Term One with a highly successful trip to Raetihi to attend the Waimarino Tough Kids event. For the first time ever, Bainesse School won the Tough Kids School trophy, which was an outstanding achievement given the difficulty of securing this award. The trophy is awarded based on a culmination of points across all of the races.

Our Seniors travelled to Palmerston North to take part in a waka ama activity at the Hokiwhitu Lagoon, which they thoroughly enjoyed. A number of students also participated in the Te Kawa Rippa Rugby Tournament. The tournament highly successful, with our Year 7-8 narrowly losing in the final of their grade, while our Year 5-6 team achieved two wins, a draw and a loss just missing out on advancing to the next round.

Our school leaders attended the Young Leaders Conference, which was beneficial. However, upon reflection, for students who attend for the second year in a row, it could be better improved with a slight change pitch to varying some items presented.

Several additional activities took place throughout the year. A Duffy Assembly at school featured an engaging and enthusiastic show by the Duffy presenters. Two students attended the highly competitive Manawatu Cross Country, both finishing in the top ten - an outstanding achievement. One placed fifth, while the other placed seventh, competing against approximately 120 runners per race.

Our Year 0-2 students went on a trip to the Te Kāwau gymnastics event held at Sanson School. This event was well organised, had strong parent support, and was thoroughly enjoyed by our Juniors, who do not get 'out and about' as much as our older students.

Our Year 5-6 football team performed exceptionally well, reaching the semi-finals before losing to the eventual winners of the final. This achievement was particularly significant, considering only one of our students in the team plays football.

We took 18 students to the Rangitikei Tough Kids event, where eight placed in the top ten - an excellent performance in this increasingly competitive event which is growing every year with more and more schools participating.

Our Senior class attended the Science Roadshow held at Carnocot School, which was a great experience for them. The event featured various experiments and displays, through feedback suggested a little more explanation to the displays could further enhance the exhibition.

The Baines School Speech Finals saw our Year 5-6 and Year 7-8 winners represent the school at the Te Kāwau Cluster event. Both students delivered well-rounded speeches, with our Year 5-6 competitor placing second with an impressive score of 98/100.

We concluded Term Three with a successful school production, held on the final Thursday night of the Term. As always, the event went ahead as planned and was an absolute 'hit' with our community. Lizz continues to do an excellent job managing this significant annual task.

On the final day of Term Three, our Seniors travelled to Manawatu Gorge to take part in a tramping exercise. This trip served as a valuable reminder of how important getting out and taking part in EOTC activities is. We combined the tramp with studies of the wildlife, native bush, the history and legends surrounding the Manawatu Gorge area. Our students thoroughly enjoyed the day.

Term Four focused on Ag Day and athletics events, both of which were exceptionally successful. We saw an increase in animal entries at Ag Day and a lot of success experienced at the athletics days.

This year, we also welcomed a Dog Safety Programme to the school. Additionally, the Year 7-8 Te Kāwau Football Tournament was rescheduled before being cancelled again.

Local Priority 5

"To promote an inclusive rural community atmosphere and traditional RURAL+ values so Baines is the school of choice."

The year began with enrolment numbers up on previous years, which was great! Normally, we start the year with between 41-43 students, and build up to the early 50's by the end of the year. This year, we began with 49 students, gained two new students within the first six weeks which took us to 51, and ended Term One with 50 students due to one family temporarily relocating to Levin. We expect this student to return next year.

We had a number of expected new entrants on the enrolment list for the year and continued to steadily grow as we picked up new students, including three new seniors

as well as a few new entrants that we didn't expect. By the end of the year, we reached a roll of 63 students – a significant milestone and a great achievement. With enrolments projected to remain stable, we anticipate starting the new year with a higher than usual roll.

Due to the expansion of our junior room, careful consideration was given to shifting three students to the middle room mid-year to accommodate incoming new students. These three students were more than ready for this shift.

The only factor that significantly impacts our roll numbers is the June 1st farming turnover, which occasionally leads to families shifting out of the region for new employment opportunities. However, we had a large number of school visits throughout the year from families considering enrolling multiple children, and we anticipate a good size number of new entrant enrolments at the start of next year, which looks great for our roll in the new year!

In terms of fostering a strong community atmosphere, key events such as cross-country events, the Matariki hangi celebration, our school production and the end-of-year prizegiving provided excellent opportunities for our community to come together. These events allow families to engage with our students and staff, witness our RURAL+ values in action, and consider Baines School as a preferred opportunity for their children.

NAG Progress (Refer NAG Goals)

NAG 1 – Curriculum

As our new government looks at revising aspects of the 'refreshed curriculum', choosing to make a raft of changes that prove to be rather hard to keep up to pace with, a sense of some frustration has been experienced. We have already had multiple staff meetings and Teacher Only Days focused on the 'refreshed curriculum' and have been advised to carry on with professional development without knowing what may be altered. The latest overhaul to the curriculum has begun with the maths and a 'roll out' approach planned for structured literacy. I will continue to keep our staff up to date and remain flexible until the dust settles and changes are confirmed.

We had professional development in writing, maths and Enviroschools, attended refreshed curriculum training, and had our Enviroschools facilitator visit to further enhance our knowledge of this area of our curriculum. Amy Fleming, a leader in the BSLA reading programme, also visited to offer advice and specialised instruction which was high beneficial as she visited our region. Throughout the year, we held staff meeting to focus on the shifts in the Maths and English curriculum. At the end of Term Three, we conducted another meeting focused on curriculum planning and objectives for Term Four, ensuring our teachers had plenty of time to plan in depth before the term began.

NAG 2/2A – School Review/Board Development

Our strategic plan was developed and forwarded on to the Ministry of Education before being shared at the following Board Meeting. Our Board has received various annual plans and reports throughout the years, including the school's Annual Plan, Annual Implementation Plan, Interim Progress Report and Annual Report, which was also sent to the Ministry prior to being tabled at a Board Meeting.

There has been a number of Board professional development opportunities emailed to our presiding members. Our Board Chair, Hayden, organised a visit from Subway as part of a review of our school lunches, which was later further at Board Meetings.

The introduction of the mini-van has had a positive impact on truancy issues, particularly for two families. This improvement was reflected in our school's attendance report, which was sent to the Ministry of Education.

NAG 3 – Staff Development/Personnel

Our full-time reliever for 2023, Lynne Bishop, secured a long-sought position requiring us to find a new reliever. Thankfully, a great replacement was found with Mrs Liz Carroll, who has integrated seamlessly into our team.

The Junior teaching position, which became vacant at the end of Term One, was advertised in the Education Gazette. A structured timeline was established to ensure the successful applicant received adequate transition time in the Junior room. The position attracted some great applicants and it was great to have a three-person panel to make the final decision. Although the position was filled, there was an eight-week wait, due to the successful applicant's previous employer enforcing the full-length resignation period (which he is entitled to do). A contingency plan was in place to ensure the learning of our Juniors carried on as normal with the principal covering the Junior classroom during this period. This arrangement was only made possible by the collegial teamwork of Lizz and Danielle. The Junior teaching position successful applicant was Mrs Annie Tatana. Annie made an excellent start, fitting in seamlessly with our staff and quickly developed positive relationships with her students and parents. She was a great addition to our teaching team.

A couple of our staff members experienced some illness throughout the year, but we managed to work through these scenarios without it affecting our students in any way.

Our support staff continue to do a wonderful job for our school and were celebrated for their contributions with a morning tea.

At the beginning of the year, we had some great professional development opportunities. We had two sessions of Enviroschools PD, one of Prime Maths and one on E-Asttle writing. All three tutors delivered a brilliant course, motivating staff to implement new strategies.

Annie was enrolled in the BSLA course and carried out a lot of testing in this area. She was assigned an interim facilitator until a permanent one was allocated and derived a lot from the visiting BSLA facilitator.

Danielle participated in a bus trip with other PCT's visiting various schools to observe different teaching practices and network with other educators. She also observed teachers at her level in schools as part of her continued development as a PCT2.

Digital Circus began working with Lizz, Annie and later Danielle to provide ICT professional development. This collaboration continued throughout the year, with both staff and the principal benefiting from the training. The facilitator frequently talked about how great our teachers are, which was encouraging to hear. Lizz liaised with an ICT specialist to improve our network, passwords and connections.

Our whole teaching staff and principal began Te Puna Te Reo professional development and continued utilising the Te Puna Te Reo modules, which have been invaluable advancing our Te Reo journey and teaching practices.

Sandi has expressed her desire to reduce her hours next year and plans to relinquish the office manager role during Term One of next year. This means we will need to

look to hire a new office manager and transition the successful applicant during Term One. Additionally, I would like to employ another teacher aide for Thursdays and Fridays to ensure we have one for every day of the week.

NAG 4 – Finance

Term One - Our current account at the start of March was \$134,061 (excluding the cyclical maintenance account funds of \$28,104 - collectively, totalling \$162,165).

We successfully secured a grant from the Sunsmart organisation for \$4,600 towards shade sails for our sun smart project.

Yvonne from Gofund presented a revised proposal, modifying the project to enhance its chances of success and offering new grant opportunities for the courts. This proposal was brought to the Board for consideration before responding to Yvonne. A quote additional Autex composition to cover the classroom was received and discussed at the following Board meeting. Additionally, quotes were obtained for new furniture in the Senior room, with part of our operations grant allocation for these purchases.

By the start of April our current account was still over \$100,000 at \$141,566 (excluding the cyclical maintenance account funds of \$28,152.20 - collectively, totalling \$169,718.20). Our cyclical maintenance account also remained in a strong position. This bodied well, considering the expenditure incurred to date.

Term Two - As of 17 June, our current account was \$85,374 (excluding the cyclical maintenance account funds of \$30,000 - collectively, totalling \$115,374). The drop below \$100,000 was due to the payment of significant bills, including those for the Senior room door and auditor's fees.

Term Three - In August, our current stood at \$84,333 (excluding the cyclical maintenance account funds of \$30,100 - collectively, totalling \$114,433). Geoff and I met with Steve from Education Services to discuss the changes to cyclical maintenance regulations enforced by the MOE's financial department, which shifted the funding allowances for the upcoming 5-year period. Geoff further explained to the Board, financial impact this change will have on our school budget in the first year of the five-year property cycle.

As of 23 September, our current account was \$74,060 (excluding the cyclical maintenance account funds of \$32,020 - collectively, totalling \$106,080). Geoff and I met again with Steve from Education Services to discuss the impact of the new 'cyclical maintenance regulations. While Steve eased the burden slightly, we still needing face a sizeable shortfall due to these changes. He also suggested a number of other strategies to improve our financial situation, which Geoff later detailed to the Board.

Term Four - As of 11 November, our current account was \$90,051 (excluding the cyclical maintenance account funds of \$34,224 and \$10,207 in the grounds account – collectively totalling \$134,482). Geoff and I will soon set a date to draft the 2025 budget.

NAG 4 – Property

A 10-year property plan meeting was held on Wednesday, 20th March, at 10 am. This meeting focused on recent assessments, the condition of our school, and allocation of our up-coming 5-year property funding. It was beneficial to have Phil and Claire in attendance as Board representative and caretaker, respectively, as they provided valuable insights and debated the necessity of certain planned projects. Ultimately, it was decided that the bulk of our 5-year allocation would go towards replacing the roof of our main block (which will also require some supplementary Ministry funding).

Additionally, the Senior classroom door was identified for replacement due to its deteriorated state and heaviness.

A representative from Education Services assessed our roof and provided a scope of work, while a quote was presented from Humphries Construction of \$5339 plus GST for a new Senior room door, which was accepted for actioning. The new Senior room door is significantly lighter and functions much better than the previous one.

Yvonne from Gofund proposed breaking the artificial turf project into two stages. The Board approved Stage One, and the deposit was paid, allowing the project to commence. The artificial turf and accessories were installed in just three days and become a valuable school resource. It is now essential to continue working with Yvonne to ensure Stage Two is completed as soon as possible. Phil has also begun installing skirting the astroturf to enhance its functionality. His work has been commendable, given the misalignment of fences poles, requiring creative woodworking solutions.

Quotes were obtained for new furniture required in the Senior room. The Board approved a quote, and the order was processed. This new desks and chairs arrived in the first or second week of Term Two, significantly improving the space. They allow students to work in groups or individually, depending on their tasks, while also being aesthetically appealing.

The Board also approved the purchase of a new ride-on lawnmower, which arrived promptly. Phil is very pleased with its performance and efficiency in maintain the school grounds.

The school minivan continues to play a crucial role in addressing truancy issues. Five families currently use the service, and it has notable improved attendance for two families that previously struggled with truancy. Parents have also worked hard to ensure their students are ready on time. Additionally, the minivan has been advantageous for school excursions, and we anticipate a few more children utilising the few available spaces next year.

Phil continues to provide excellent caretaker services, efficiently managing tasks despite seasonal challenges. His meticulous upkeep ensured the school grounds were presentable for the influx of visitors at Te Kawau Cross Country, as well as Ag Day. He has also maintained the pool to high standard for the summer season. Phil and Claire are working through the asbestos issue of the old bus shelter and have received an asbestos plan from the Ministry.

NAG 5 – Health and Safety

There have been no health and safety issues this year. However, I did conduct a student health and well-being survey, analysed the data, and shared the results with our Board. I also plan to distribute a parent survey in the new year and compare the two sets of data.

NAG 6/7 – Legislation & Administration

There is nothing major to report in this area. The changes to cellphones in schools' legislation have been implemented into the School Docs system. School Docs continued to update a number of general and circulate these via email.

I conducted a student health and well-being survey, analysed the data and reported the findings with our Board. I plan to distribute a parent survey in the new year and compare the results.

Behaviour

The year began with exemplary student behaviour with every classroom having a positive start. This was particularly evident when 'out and about' on school trips and remained consistent on-site. We received numerous comments from the general public regarding the manners and respect our students demonstrate.

Student behaviour, in general, remained excellent, with the exception of one new student who initially struggled to settle in. This new student had previously been stood down at their former school due to multiple incidents of unacceptable behaviour. Unfortunately, we also had to issue a stand-down after consulting with the Ministry of Education and meeting with the child's parent to discuss the events leading up to the decision. Following this, we observed a significant improvement in the student's behaviour.

All other new students transitioned smoothly and adapted well to our school climate and values without major issues. Our students continued to exhibit great behaviour, and as the terms drew to a close, they continued to have very good energy levels. However, it did become apparent that some families need to ensure their children get adequate sleep.

Overall, everyone's behaviour, particularly at school events, remained top notch throughout the year. A couple of seniors required occasional reminders to stay on task, and one junior student occasionally needed additional support with their behaviour. However, these instances were minor in an otherwise well-behaved student body.

Annual Student Achievement Aims;

"Students will be achieving at or above the National/Baines Standards for Writing and targeted students will be making accelerated progress towards the National Standards."

Schoolwide results in writing showed that we ended the 2023 year with 93% at and above.

Writing continued to be our schoolwide focus, and professional development in this area continued throughout the year. Writing achievement was monitored, and mid-year reports provided an indication of progress.

Whole school writing levels were highlighted in the interim progress report, which was presented at the corresponding Board meeting. This report showed that our current schoolwide achievement in writing was 90% at and above. This mid-year achievement was an excellent result and reflected significant improvement from previous years.

Our final writing levels will be available at the end-of-year Board meeting, along with our data report.

"Students will be achieving at or above the National/Baines Standards for Reading and targeted students will be making accelerated progress towards the National Standards."

Schoolwide results in reading showed that we ended the 2023 year with 93% at and above.

Our newly appointed Junior Room teacher received internal training in Better Start Literacy before being enrolled in the course to ensure this excellent initiative

continues. Anne Tatana registered for the next available cohort of Better Start Literacy following her appointment at the beginning of Term Two. During Term One, the programme continued with the support of the Principal, who temporarily filled the Junior teaching role.

Whole school reading levels were highlighted in the interim progress report which was presented at the corresponding Board meeting. This report showed that our current schoolwide achievement in reading was at 86% at and above.

Our mid-year reading level of 86% at and above, was a strong result, and we would be pleased to maintain this level for the end-of-year results.

Our final reading levels will be available at the end-of-year Board meeting, along with our data report.

“That all students will be achieving at or above the National/Baines Standards in Numeracy and Mathematics.”

Schoolwide results in mathematics showed that we ended the 2023 year with 89% at and above.

Online PAT testing was carried out on all students from Year 4 to Year 8. JAM tests were carried out on our younger students, alongside an assortment of number knowledge and Prime assessment tests. Prime continued to be used across all three classrooms.

Mid-year reports provided an overall judgement of schoolwide achievement at the end of Term Two. Whole-school numeracy levels were highlighted in the interim progress report, which was presented at the corresponding Board meeting. This report showed that our current schoolwide achievement in mathematics to was 76% at and above.

Our mid-year mathematics level of 76% at and above was identified as an area for improvement, with a goal of increasing this by at least 9% over the following four months.

Our final mathematics levels will be available at the end-of-year Board meeting, along with our data report.

“Target students will be making accelerated progress towards the National/Baines Standards.” (*Student Achievement targets 4-6 of our charter*).

Our target students made excellent progress last year, achieving accelerated learning achieved through focussed planning, targeted instruction, extra tuition and teacher aide support. The same strategies will be implemented again this year.

Initial testing provided clarify on progress of target students and identified additional students requiring support. Some new students were added to the target group, assessed and monitored as part of our intervention efforts. Target students were a key focus in our interim progress report.

Teachers and management continued to closely monitor and support target groups. The additional support provided by Sandi had a significant impact on a number of these individuals. Specialised programmes were implemented to develop the necessary skills for accelerating learning.

The success of our target groups will be highlighted as part of our end-of-year data analysis.

Broader Achievement Aims;

To advance student achievement through quality teaching and learning through the use of our appraisal processes.

Appraisal processes were implemented this year and carried out in the final week of Term One. The process was to schedule while the Principal was teaching in the Junior room, but all appraisals were completed. Feedback meetings were held with teaching

feedback were provided in Term Two.

The Principal also took part in a collaborative group conducting their professional growth cycles and successfully passed his Principal Professional growth Cycle following assessment.

To advance student achievement by providing a safe physical and emotional environment.

No issues of concern arose in this area throughout 2024. This is testament to the work of our caretaker and Health and Safety representative, who have maintained a well-managed environment for our students.

Report produced by Carwyn Caffell (Principal)

Bainesse Primary Results and Analysis 2024

Junior Room (16 students)

Reading	Well Below	Below	At	Above
	-	(%)	15(94%)	1(6%)

Writing	Well Below	Below	At	Above
	-	(%)	15(94%)	1(6%)

Maths	Well Below	Below	At	Above
	-	(%)	15(94%)	1(6%)

Junior Room Analysis;

Great results were achieved in the Junior Room this year with all three core curriculum areas, Reading, Writing and Maths, finishing with the same respective scores. The 'at' figure for these three areas was 94%, that being (15/16) students. The 'above' figure was 6% across these three areas as well. Once again, these are very good results especially when you consider the range in 'base knowledge' that students are beginning school with at the age of 5. This is tempered slightly by remembering that students that have been at school less than 12 months, can't be below.

Middle Room (22 students)

Reading	Well Below	Below	At	Above
	-	4(18%)	8(37%)	10(45%)

Writing	Well Below	Below	At	Above
	-	2(9%)	11(50%)	9(41%)

Maths	Well Below	Below	At	Above
	-	3(13%)	11(50%)	8(37%)

Middle Room Analysis;

The best result achieved in the Middle Room this year was in the Writing area, where an excellent 41% of students were 'above', while 50% of students were 'at' (20/22 combined). Maths ranked second with 50% 'at' and 37% 'above' (19/22 combined) students, while Reading was not far off with 37% 'at' and 45% 'above' which was the equivalent of 18/22 students making the required level.

Senior Room (25 students)

Reading	Well Below	Below	At	Above
	(%)	3(12%)	16(64%)	6(24%)

Writing	Well Below	Below	At	Above
	(%)	2(8%)	16(64%)	7(28%)

Maths	Well Below	Below	At	Above
	(%)	2(8%)	13(52%)	10(40%)

Senior Room Analysis;

Maths and Writing were the strongest areas with regards to end of year results in the Senior Room with 92% of students attaining either the “at” or “above” levels (23/25). Ranking third and only 4% which equated to one student behind, was Reading with 88% of students making the standard or exceeding it (22/25).

Schoolwide Results (Totals) (63 students)

Reading	Well Below	Below	At	Above
	(%)	7(11%)	39(62%)	17(27%)

Writing	Well Below	Below	At	Above
	(%)	4(6%)	42(67%)	17(27%)

Maths	Well Below	Below	At	Above
	(%)	5(8%)	40(63%)	18(29%)

Schoolwide Results Analysis;

With regards to overall schoolwide results, Writing finished on top with an excellent score of 94% at and above. This equated to only 4 students being below in the Writing area. Maths ranked second and not far behind Writing with 92% at and above and 4 students below in this area. Reading finished third of the three curriculum areas with a respectable 89% with 56/63 students being ‘at and above’.

Maori Student Achievement Results (Totals) (32 students)

Reading	Well Below	Below	At	Above
	(%)	4(13%)	20(62%)	8(25%)

Writing	Well Below	Below	At	Above
	(%)	3(9%)	21(66%)	8(25%)

Maths	Well Below	Below	At	Above
	(%)	3(9%)	19(60%)	10(31%)

Maori Student Achievement analysis;

The highest ranking core curriculum areas with regards to Maori achievement results were in Writing and Maths with combined figures of 'at and aboves' equalling 91% of students being at the required standard, which equated to only 3 students not meeting the standards in these areas. This compares very reasonably with our schoolwide results of 92% and 94% (being a variation of only 1% and 3% lower).

The third ranking core curriculum area with regards to Maori achievement results was Reading finishing at 87% at and above (only 2% off schoolwide levels in this area). This demonstrates that Maori achievement in is only 2-3% lower margin-wise than school levels overall which is an extremely low deviation and an excellent result.

'Other' student Achievement Analysis; (3)

Reading	Well Below	Below	At	Above
	(%)	(%)	2(66%)	1(34%)

Writing	Well Below	Below	At	Above
	(%)	(%)	1(34%)	2(66%)

Maths	Well Below	Below	At	Above
	(%)	(%)	2(66%)	1(34%)

'Other' student Achievement Analysis;

We have three students that identify as being from origins other than Maori or European. None of these students are of Pasifika origin. All three are achieving exactly where they need to be, or are exceeding expectations, being 'at' or 'above' for all three core curriculum areas which is very good. As such there are three scores of 100% 'at and above'.

Male Student Achievement Results (Totals) (28 students)

Reading	Well Below	Below	At	Above
	(%)	4(14%)	18(64%)	6(22%)

Writing	Well Below	Below	At	Above
	(%)	3(11%)	20(71%)	5(18%)

Maths	Well Below	Below	At	Above
	(%)	3(11%)	15(53%)	10(36%)

Male Student Achievement Analysis;

There are variances across the 'at' and 'above' categories for our males while the figure for the 'below' category was the same for two core curriculum areas (Maths and Writing), that being 3 students. The other core curriculum area, that being Reading, had one extra student in the below category, totalling 4 students. Because the below category is the same across in two curriculum areas, it means the result in the 'at and above' is the same, that being 89%. These results equate to 25/28 students in Maths and Writing being at and above while in Reading 24/28 (88%) sit in the same categories.

When we analyse the 'at and above' categories in more depth, we find that Maths has performed well with 36% and 10 students in the above category. Reading is next with 22% while in Writing, there are 5 males meaning 18% in the above category.

When comparing male achievement to schoolwide results, the deviation from the totals achieved in all three areas is minimal. Writing was a very small 5% below the school-wide level. In the Maths area the margin was even smaller being only 3% under school-wide levels, while in the final area, that being Reading, the margin was only 1%. These are very small disparities.

When comparing male achievement results to their female peers, our males were outperformed in all three areas but only by small margins; Writing 8%, Maths 5% & Reading 3%.

Female Student Achievement Results (Totals) (35 Students)

Reading	Well Below	Below	At	Above
	-	3(9%)	22(62%)	10(29%)

Writing	Well Below	Below	At	Above
	-	1(3%)	22(63%)	12(34%)

Maths	Well Below	Below	At	Above
	(%)	2(6%)	25(71%)	8(23%)

Female Student Achievement Analysis;

Our female results continue to be exceptionally high, with all three curriculum areas scoring well due to the fact that we only have three females below in Reading, two below in Maths and one below in Writing.

Writing was the strongest area with regards to our female students which ended with an 'above' category score of 34% which was the equivalent to 12 female students being ahead of their chronological age/Year Level which is excellent. It's combined total of at and above equated to 97%. Next in the rankings was Maths with 94% of students at and above and Reading was very close to the same levels with 91% at and above.

These results when compared with school-wide results show that our girls are ahead in Reading and Maths by 2% are also ahead in Writing by 3%.

As discussed above, our female students are only outperforming our males in all three core curriculum areas but only by small margins – 3-8% spread.

Results by Year Level (Totals) (63 students)

Reading	Well Below	Below	At	Above
Year 0	(%)	(%)	4(80%)	1(20%)
Year 1	(%)	(%)	9(90%)	1(10%)
Year 2	(%)	(%)	5(71%)	2(29%)
Year 3	(%)	(%)	1(34%)	2(66%)
Year 4	(%)	3(30%)	3(30%)	4(40%)
Year 5	(%)	1(17%)	3(50%)	2(33%)
Year 6	(%)	1(13%)	4(50%)	3(37%)
Year 7	(%)	2(22%)	7(78%)	(%)
Year 8	(%)	(%)	3(60%)	2(40%)

Reading achievement by Year level analysis;

There were four Year levels that had one student or more in the 'below' category and they were in the Year 4 to Year 7 levels. The Year 4 students will be in the Middle Room next year again, while the Year 5 to 7 students will be in Senior Room. Both teachers of the Middle and Senior rooms will be made aware of these students that need acceleration in Reading, so they can be focussed on in further during 2025.

Results by Year Level (Totals) (63 students)

Writing	Well Below	Below	At	Above
Year 0	(%)	(%)	4(80%)	1(20%)
Year 1	(%)	(%)	9(90%)	1(10%)
Year 2	(%)	(%)	3(43%)	4(57%)
Year 3	(%)	1(33.3%)	1(33.3%)	1(33.3%)
Year 4	(%)	1(10%)	6(60%)	3(30%)
Year 5	(%)	(%)	5(83%)	1(17%)
Year 6	(%)	1(13%)	4(50%)	3(37%)
Year 7	(%)	1(11%)	7(78%)	1(11%)
Year 8	(%)	(%)	3(60%)	2(40%)

Writing achievement by Year level analysis;

There are four Year levels that have one student each in the 'below' category. These are currently in the Year 3, 4, 6 and 7 levels and this equates to four students. These four students will become a collective target group for 2025, two in the Middle room and two in the Senior class.

Results by Year Level (Totals) (63 students)

Maths	Well Below	Below	At	Above
Year 0	(%)	(%)	4(80%)	1(20%)
Year 1	(%)	(%)	9(90%)	1(10%)
Year 2	(%)	(%)	6(86%)	1(14%)
Year 3	(%)	(%)	1(33%)	2(67%)
Year 4	(%)	1(10%)	6(60%)	3(30%)
Year 5	(%)	2(34%)	1(16%)	3(50%)
Year 6	(%)	1(13%)	5(62%)	2(25%)
Year 7	(%)	1(11%)	5(56%)	3(33%)
Year 8	(%)	(%)	3(60%)	2(40%)

Maths achievement by Year level analysis;

There are four Year levels that have one or more students in the below category, those being currently in Years 4 through to Year 7 levels. All of these clusters of students are small, with three single students and one group of two. The one group of two are Year 5's who have made great progress in this area throughout the year but just didn't quite reach the level required. The three remaining students who will be here in 2025 will once again be a target group along with these two.

Category outcomes and actions;

Junior, Middle and Senior Classrooms

Outcomes;

All three core curriculum areas in our Junior classroom finished with the class either being at or above across all three areas. In the Middle classroom, Writing came out on top with 20/22 students making the expected level, with Maths only having one extra student in the below category (19/22 at and above) and Reading only two extra (18/22 made expectations). And finally in our Senior Classroom, Maths and Writing finished together (23/25 met standards) ahead of Reading with 22/25 students meeting or exceeding the standards. Of particular note with regards to the Senior results, is that our five Year 8's heading off to college have all met or exceeded the required levels this year.

In the Junior room, every student is within the band of the required standard, which with our really young students, will always occur as some haven't been at school a full year yet. Reading in both the Middle (82%) and Senior rooms (88%) was the lowest ranking curriculum area but both are still very respectable outcomes.

Actions;

Considering the semi-transient nature of the students we have in our school and the fact illnesses have had an impact on attendance rates again this year, the results attained in all three classrooms have been excellent.

The Junior Room will no doubt have some students who will move out of the initial first year and then may become in need of assistance as data is gathered at the beginning of next year.

In the Middle Room, there were three very small 'clusters' in the below category that will be identified and targeted next year. The Senior Room will also have a group across the Year 6-8 levels of five students that will also be monitored and tracked during 2025.

Schoolwide results

Outcomes;

Schoolwide results were excellent with a score of 94% for Writing and 92% for Maths. Reading finished with 89% which is still a great result. We normally use 85% as the benchmark to aim for and to have reached that across all three curriculum areas is exceptionally pleasing. These figures schoolwide when converted into student numbers are the equivalent to 59/63 making the required standard in Writing, 58/63 in Maths and 56/63 making the standard in Reading.

Variance when compared to 2023 results;

Maths;

With regards to Maths, our school-wide level for at and above is 92%, which is *3% higher than last year's result of 89%*.

Writing;

Currently our Writing levels are 94% which is *1% higher than last year's score*.

Reading;

With regards to reading, 89% of our student's school-wide are reading at or above the National Standards. This is a *4% decrease* on the 93% figure our students achieved at the same time last year.

Last year's data group size was 45 students while this year it is 63 students.

Two core curriculum areas have shown marginal increases, while one has decreased only slightly. All are now at levels that will be very hard to maintain or increase in future years.

These levels will certainly compare very favourably with primary schools nationwide.

Actions;

We have been part of the Better Start Literacy programme for almost three years now and this has certainly had a positive impact on the Reading and Writing results in the Junior and Middle areas. We had three new teachers to this programme last year and one who began on our staff this year, who received the relevant training and have carried it on seamlessly.

The Ministry/government have brought in structures around English and Maths which have given choices as to what schools can choose with regards to curriculum delivery. Ironically, we are very well placed as we are already using structured literacy programmes and the one of the Maths programmes, that being Prime, that were given as an alternative.

Maori student achievement results

Outcomes; The highest ranking area with regards to Maori achievement was in Maths and Writing with 91% at and above. Reading levels were 87% at and above the required standard. These results almost 'mirror' school-wide levels with the biggest variation being 3% in Writing. This has been a very successful year regarding Maori student outcomes and demonstrates that our teaching pedagogy is working for all of our demographics.

Actions;

The variations in final percentage outcomes when compared to schoolwide levels are very small with deviations of only 1-3% (similar to the largest deviation of 7% last year).

Maori achievement in all three core curriculum has improved when compared to 2023 results. The biggest improvement has been made in Maths where last years end of year figure of 82% has risen to 91%. The next highest curriculum area was Writing which maintained the level of 91% in 2023. And finally, a minimal decrease in Reading of 4%, that being from 91% last year to 87% this year.

Continuing to ensure that lessons cover and reflect cultural components will be important and our staff will continue to ensure this occurs. Using stimulus that motivate our Maori students to read, write and count will be important along with continuing to use contextual learning during maths lessons.

Male student achievement results

Outcomes; Male student achievement levels show they are achieving almost identically across the three core curriculum areas, in fact if you combine the at and above, two come out at the same figure of 89%, while the other, that being Reading, comes out at 86%. These results also 'mirror' those of 2023, where by all three core curriculum areas ended on the equal level of 86%

This means when compared to overall school wide levels, Males are only 3% lower in Reading and Maths, while they are 2% lower in Writing. They are lower than their female peers across the three areas but only by small margins, 8% in Writing and 5% in Reading and Maths.

Actions;

The pleasing aspect about the closeness of the male and female results is the fact that the programmes we are implementing, the classroom climates being produced, along with the resources being utilised, are obviously engaging and stimulating for both genders. This fact will be discussed with our teachers and be maintained next year.

We have two boys who are 'below' across the curriculum, and one boy who finishes with us this year, below in two categories, that we are well aware of and have instigated extra assistance for throughout the year. All three have made accelerated progress and will continue to be targeted by their teachers.

Female student achievement results

Outcomes; Our female student achievement results are exceptional again this year. Last year the top ranking female core curriculum areas were Reading and Writing with all of our females at or above, while Maths levels were 92%. This year, they remain high, with results of 97% in Writing, 94% in Maths and 91% in Reading. These results show that our females are excelling in all three core curriculum areas.

Actions; Our female students have had another good year of results which has been the trend over previous years. The teaching pedagogy being utilised and curriculum programmes being delivered are certainly catering for our female students needs as is reflected by the results they are producing. Once again, it will be important to carry this impetus on through 2025.

Achievement by Year Level results

Outcomes;

Reading achievement across most of the Year levels was very good (Four year levels had no students below). The area we will look to investigate will be the Years 4-7 levels for 2025 where seven students are below the standards and will become a target group for next year. It is worth noting that of the 63 students that made up this data analysis, only 7 students are below the standard in reading (11%).

Writing achievement after analysis showed that four year groups had one student below the standards. These students equate to one each in the Year 3, 4, 6 & 7 levels. These four students that are below will continue to be tracked and targeted during 2025.

Maths achievement by year level showed that the total number across the school of students that are below is 5 students out of a total of 63. These five students are spread from Year 4 to Year 7 with two students below in Year 5 and one each in the other three year levels. All five students that will become a target group for 2025.

Actions;

These results show that our Writing delivery is working as the outcomes have improved. We will continue to instigate E-Astle Writing professional development to further increase our knowledge and pedagogy in this area.

With regards to Reading, we will continue to implement the Better Start Literacy programme at the Junior level of our school. We were very fortunate to have our newest staff member trained in this area this year which meant we didn't have a gap with regards to being able to carry on with this programme.

The group described in Maths, (five students) requiring some accelerated progress will all sit in the Senior classroom next year. Both Senior classroom teachers will be aware of these students and their needs. The Prime maths programme was implemented in the Senior Room last year which is certainly aiding progress and consistency between the Middle and Senior classrooms.

This year's continued success has really come off the back of being able to keep our classrooms as small as possible, having no behaviour issues of any consequence, maintaining a strong team of teachers and an excellent teacher aide, and knowing exactly who our target students are and utilising and personnel and resources accordingly to help.

Report compiled by Carwyn Caffell



Bainesse School

576 Rangiotu Road, RD7 Palmerston North

Phone: (06) 3296 856

Email: officemanager@bainesse.school.nz

11 June 2025

Daniel Lewis
Appointed Auditor
BDO Manawatu Audit Limited
PO Box 1242
PALMERSTON NORTH

Dear Dan

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2024

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

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

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

General representations

To the best of our knowledge and belief:

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

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

Representations for the financial statements

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

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
 - 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 as appropriate to public benefit entities that qualify for Tier 2 reporting.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime [;]

Representations about the provision of information

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

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

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2024. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from 11 June 2025, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

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

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

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



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

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

Yours faithfully



Presiding Member



Principal



APPENDIX 1 - ILLUSTRATIVE GOING CONCERN REPRESENTATION WHERE DOUBT EXISTS AS TO THE USE OF THE GOING CONCERN BASIS OF ACCOUNTING

(The following representation should be included if there is an indication that the going concern basis of accounting is in doubt, and a letter of support has been provided by the Ministry of Education.)

Please refer to the *Reporting on schools in financial difficulty* guidance material in the Annual Audit Brief and the School Audit Manual available on the Auditors' Homepage.

Going concern basis of accounting

The Board has received a letter of support from the Ministry of Education which confirms that the Ministry of Education will continue to provide resources, by providing teachers' salaries, operational funding and school support funding if necessary, to the school, so that it may continue operations for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December [2024].

The Ministry of Education has confirmed that this funding will be made available for the foreseeable future, being at least one year from [date of signing the financial statements].

Disclosure

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, surrounding the adoption of the going concern basis of accounting by the School.

BAINESSE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2341

Principal: Carwyn Caffell

School Address: 576 State Highway 56

School Postal Address: 576 Rangiotu Road RD 7, Palmerston North, 4477

School Phone: 06 329 6856

School Email: officemanager@bainesse.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school



BAINESSE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi



Bainesse 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.

Hayden Ellwood
Full Name of Presiding Member

Carwyn Caffell
Full Name of Principal

Hellu
Signature of Presiding Member

[Signature]
Signature of Principal

30th May 2025
Date:

30th May 2025
Date:

Bainesse School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	758,387	611,583	684,011
Locally Raised Funds	3	48,809	25,660	13,282
Interest		2,802	2,000	2,852
Gain on Sale of Property, Plant and Equipment		261	-	-
Total Revenue		810,259	639,243	700,145
Expense				
Locally Raised Funds	3	9,764	4,750	9,713
Learning Resources	4	455,629	435,606	408,888
Administration	5	161,608	87,034	136,951
Interest		345	345	605
Property	6	158,058	102,710	126,656
Other Expenses	7	2,051	-	-
Loss on Disposal of Property, Plant and Equipment		-	-	23
Total Expense		787,455	630,445	682,836
Net Surplus / (Deficit) for the year		22,804	8,798	17,309
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		22,804	8,798	17,309

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



Bainesse 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		301,958	284,098	274,355
Total comprehensive revenue and expense for the year		22,804	8,798	17,309
Contributions from the Ministry of Education - Te Mana Tuuhono		-	-	10,029
Contribution - Furniture and Equipment Grant		3,800	-	265
Equity at 31 December		328,562	292,896	301,958
Accumulated comprehensive revenue and expense		328,562	292,896	301,958
Equity at 31 December		328,562	292,896	301,958

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.



Bainesse School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	104,214	22,237	167,286
Accounts Receivable	9	42,591	41,661	30,012
GST Receivable		2,037	2,668	1,859
Prepayments		10,122	7,639	1,979
Inventories	10	3,080	1,241	2,303
		162,044	75,446	203,439
Current Liabilities				
Accounts Payable	12	49,848	48,491	40,409
Revenue Received in Advance	13	3,799	1,256	25,973
Provision for Cyclical Maintenance	14	14,167	9,376	11,440
Finance Lease Liability	15	2,415	3,033	3,293
Funds held for Capital Works Projects	16	-	-	764
		70,229	62,156	81,879
Working Capital Surplus/(Deficit)		91,815	13,290	121,560
Non-current Assets				
Property, Plant and Equipment	11	272,339	288,804	191,068
		272,339	288,804	191,068
Non-current Liabilities				
Provision for Cyclical Maintenance	14	35,592	3,489	8,255
Finance Lease Liability	15	-	5,709	2,415
		35,592	9,198	10,670
Net Assets		328,562	292,896	301,958
Equity		328,562	292,896	301,958

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

Bainesse School
Statement of Cash Flows
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		186,248	165,129	166,814
Locally Raised Funds		21,685	25,660	37,501
Goods and Services Tax (net)		(178)	-	809
Payments to Employees		(72,486)	(75,000)	(65,744)
Payments to Suppliers		(100,890)	(90,668)	(71,915)
Interest Paid		(345)	(345)	(605)
Interest Received		2,802	2,000	2,852
Net cash from/(to) Operating Activities		36,836	26,776	69,712
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		261	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(101,126)	(105,900)	(5,222)
Net cash from/(to) Investing Activities		(100,865)	(105,900)	(5,222)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,800	-	265
Finance Lease Payments		(2,079)	(3,638)	(1,967)
Funds Administered on Behalf of Other Parties		(764)	-	(501)
Net cash from/(to) Financing Activities		957	(3,638)	(2,203)
Net increase/(decrease) in cash and cash equivalents		(63,072)	(82,762)	62,287
Cash and cash equivalents at the beginning of the year	8	167,286	104,999	104,999
Cash and cash equivalents at the end of the year	8	104,214	22,237	167,286

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.

Bainesse School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Bainesse 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 21b.

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 comprised of Uniforms and Childrens Stationery. 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:

Board-owned Buildings	50 years
Building Improvements	10-50 years
Furniture and Equipment	4-15 years
Information and Communication Technology	4-5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

o) 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.

p) 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.

q) 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.

r) 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 18 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.

s) 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 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.



t) 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.

u) 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.

v) Budget Figures

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

w) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Ka Ora, Ka Ako - Healthy School Lunches Programme
Other Government Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
187,727	166,524	168,288
390,112	367,056	357,736
105,378	78,003	99,663
71,605	-	58,324
3,565	-	-
758,387	611,583	684,011

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
12,306	4,200	4,771
988	960	2,463
3,550	2,000	3,596
31,965	18,500	2,452
48,809	25,660	13,282

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
Other Locally Raised Funds Expenditure

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
1,687	1,800	2,718
5,289	2,000	4,156
2,002	-	2,243
786	950	596
9,764	4,750	9,713
39,045	20,910	3,569

Surplus for the year Locally Raised Funds

4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources
Information And Communication Technology

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
19,496	15,950	15,237
410,805	389,056	378,243
1,771	14,000	382
23,112	15,500	14,087
115	100	-
330	1,000	939
455,629	435,606	408,888

5. Administration

Audit Fees
Board Fees and Expenses
Other Administration Expenses
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy
Ka Ora, Ka Ako - Healthy School Lunch Programme

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
7,472	4,365	4,365
4,914	5,300	4,353
12,164	10,629	9,175
51,876	53,000	48,205
7,637	7,800	6,589
5,940	5,940	5,940
71,605	-	58,324
161,608	87,034	136,951

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	30,064	5,947	5,669
Heat, Light and Water	8,867	5,800	6,652
Repairs and Maintenance	8,603	7,685	10,156
Use of Land and Buildings	105,378	78,003	99,663
Other Property Expenses	5,146	5,275	4,516
	<u>158,058</u>	<u>102,710</u>	<u>126,656</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. Other Expenses

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Transport	2,051	-	-
	<u>2,051</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	104,214	22,237	167,286
Cash and cash equivalents for Statement of Cash Flows	<u>104,214</u>	<u>22,237</u>	<u>167,286</u>

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

Of the \$104,214 Cash and Cash Equivalents, \$3,799 of Revenue Received in Advance is held by the school, as disclosed in note 13.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	2,998	-	-
Teacher Salaries Grant Receivable	39,593	41,661	30,012
	<u>42,591</u>	<u>41,661</u>	<u>30,012</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	42,591	41,661	30,012
	<u>42,591</u>	<u>41,661</u>	<u>30,012</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Childrens Stationery	-	113	-
Uniforms	3,080	1,128	2,303
	<u>3,080</u>	<u>1,241</u>	<u>2,303</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	35,000	-	-	-	-	35,000
Board-owned Buildings	45,750	-	-	-	(1,500)	44,250
Building Improvements	71,802	50,790	-	-	(4,066)	118,526
Furniture and Equipment	13,818	22,499	-	-	(6,056)	30,261
Information and Communication Technology	17,944	5,152	-	-	(6,517)	16,579
Motor Vehicles	-	25,639	-	-	(1,607)	24,032
Leased Assets	5,218	1	-	-	(3,156)	2,063
Library Resources	1,536	302	-	-	(210)	1,628
	191,068	104,383	-	-	(23,112)	272,339

The net carrying value of equipment held under a finance lease is \$2,063 (2023: \$5,218)

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
	\$	\$	\$	\$	\$	\$
Land	35,000	-	35,000	35,000	-	35,000
Board-owned Buildings	75,000	(30,750)	44,250	75,000	(29,250)	45,750
Building Improvements	176,580	(58,054)	118,526	125,791	(53,989)	71,802
Furniture and Equipment	66,403	(36,142)	30,261	47,403	(33,585)	13,818
Information and Communication Technology	55,492	(38,913)	16,579	50,340	(32,396)	17,944
Motor Vehicles	25,639	(1,607)	24,032	-	-	-
Leased Assets	10,871	(8,808)	2,063	10,871	(5,653)	5,218
Library Resources	25,365	(23,737)	1,628	25,063	(23,527)	1,536
	470,350	(198,011)	272,339	369,468	(178,400)	191,068

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	2,356	2,293	3,345
Accruals	7,472	4,238	4,365
Banking Staffing Overuse	-	-	2,344
Employee Entitlements - Salaries	39,593	41,661	30,012
Employee Entitlements - Leave Accrual	427	299	343
	49,848	48,491	40,409
Payables for Exchange Transactions	49,848	48,491	40,409
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	49,848	48,491	40,409

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds in Advance	1,608	1,256	1,475
Grants in Advance	-	-	24,000
Grants in Advance - Ministry of Education	2,191	-	498
	<u>3,799</u>	<u>1,256</u>	<u>25,973</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	19,695	9,477	14,026
Increase to the Provision During the Year	9,669	3,388	2,813
Other Adjustments	20,395	-	2,856
Provision at the End of the Year	<u>49,759</u>	<u>12,865</u>	<u>19,695</u>
Cyclical Maintenance - Current	14,167	9,376	11,440
Cyclical Maintenance - Non current	35,592	3,489	8,255
	<u>49,759</u>	<u>12,865</u>	<u>19,695</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	2,498	3,033	3,638
Later than One Year and no Later than Five Years	-	5,709	2,498
Future Finance Charges	(83)	-	(428)
	<u>2,415</u>	<u>8,742</u>	<u>5,708</u>
Represented by			
Finance lease liability - Current	2,415	3,033	3,293
Finance lease liability - Non current	-	5,709	2,415
	<u>2,415</u>	<u>8,742</u>	<u>5,708</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Heatpump Replacement		242354	764	236	(1,000)	-	-
Totals			764	236	(1,000)	-	-

Represented by:

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

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Pool Upgrade - Filtration		237841	1,265	(215)	(1,050)	-	-
Sewage System Remediation		241857	-	5,289	(5,289)	-	-
Heatpump Replacement		242354	-	9,321	(8,557)	-	764
Totals			1,265	14,395	(14,896)	-	764

Represented by:

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

764
-

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 conditions 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 and Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,460	2,855
<i>Leadership Team</i>		
Remuneration	135,919	128,864
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	139,379	131,719

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$0	2023 Actual \$0
Total Number of People	0	0

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$1,800).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	104,214	22,237	167,286
Receivables	42,591	41,661	30,012
Total financial assets measured at amortised cost	146,805	63,898	197,298

Financial liabilities measured at amortised cost

Payables	49,848	48,491	40,409
Finance Leases	2,415	8,742	5,708
Total financial liabilities measured at amortised cost	52,263	57,233	46,117

23. Events After Balance Date

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

24. Comparatives

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

Bainesse School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Hayden Ellwood	Presiding Member	Co-opted	Sep 2025
Carwyn Caffell	Principal	ex Officio	
Claire Watson	Parent Representative	Elected	Sep 2025
Geoff McCrae	Parent Representative	Elected	Sep 2025
Sylvia Kavanagh	Parent Representative	Elected	Sep 2025
Laura McClenaghan	Parent Representative	Co-opted	Sep 2025
Elizabeth Reid	Staff Representative	Appointed	Sep 2025



Bainesse School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$880 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Bainesse School Board:

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