

SOLWAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2991

Principal: Mark Bridges

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Accountant / Service Provider:

Education  *Services.*
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SOLWAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Solway 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.

BJAR HARVEY.

Full Name of Presiding Member

Hannah Doherty

Full Name of Principal

B. Harvey

Signature of Presiding Member

Hannah Doherty

Signature of Principal

28/5/25.

Date:

28.5.25

Date:

Solway 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	2,757,583	1,748,551	2,578,847
Locally Raised Funds	3	61,777	24,700	79,619
Interest		11,439	9,000	8,947
Total Revenue		2,830,799	1,782,251	2,667,413
Expense				
Locally Raised Funds	3	28,907	8,000	36,464
Learning Resources	4	2,094,151	1,258,544	1,985,134
Administration	5	150,973	151,305	157,446
Interest		2,233	423	2,365
Property	6	552,082	356,925	524,744
Total Expense		2,828,346	1,775,197	2,706,153
Net Surplus / (Deficit) for the year		2,453	7,054	(38,740)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		2,453	7,054	(38,740)

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



Solway 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		272,932	316,635	296,074
Total comprehensive revenue and expense for the year		2,453	7,054	(38,740)
Contributions from the Ministry of Education - SNUP - MOE Contribution		5,331	-	-
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	15,598
Equity at 31 December		280,716	323,689	272,932
Accumulated comprehensive revenue and expense		280,716	323,689	272,932
Equity at 31 December		280,716	323,689	272,932

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.



Solway School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	32,230	162,669	12,555
Accounts Receivable	8	172,489	123,756	142,961
Prepayments		3,986	6,172	10,760
Inventories	9	1,202	879	1,007
Investments	10	110,903	100,000	104,449
		320,810	393,476	271,732
Current Liabilities				
GST Payable		24,506	26,474	24,505
Accounts Payable	12	188,291	173,399	166,304
Revenue Received in Advance	13	6,635	698	9,568
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	13,877	18,230	16,864
Funds held for Capital Works Projects	16	44,549	-	12,586
		277,858	218,801	229,827
Working Capital Surplus/(Deficit)		42,952	174,675	41,905
Non-current Assets				
Property, Plant and Equipment	11	275,731	203,311	263,907
		275,731	203,311	263,907
Non-current Liabilities				
Provision for Cyclical Maintenance	14	32,155	30,082	20,416
Finance Lease Liability	15	5,812	24,215	12,464
		37,967	54,297	32,880
Net Assets		280,716	323,689	272,932
Equity		280,716	323,689	272,932

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



Solway 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		686,969	591,943	635,777
Locally Raised Funds		63,514	24,400	83,965
Goods and Services Tax (net)		1	-	(1,969)
Payments to Employees		(477,267)	(388,000)	(475,003)
Payments to Suppliers		(231,431)	(123,464)	(256,570)
Interest Paid		(2,233)	(423)	(2,365)
Interest Received		11,532	9,000	7,642
Net cash from/(to) Operating Activities		51,085	113,456	(8,523)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(40,275)	-	(41,889)
Purchase of Investments		(6,455)	-	(4,449)
Net cash from/(to) Investing Activities		(46,730)	-	(46,338)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	15,598
Finance Lease Payments		(15,234)	(20,227)	(15,149)
Funds Administered on Behalf of Other Parties		30,554	-	(2,473)
Net cash from/(to) Financing Activities		15,320	(20,227)	(2,024)
Net increase/(decrease) in cash and cash equivalents		19,675	93,229	(56,885)
Cash and cash equivalents at the beginning of the year	7	12,555	69,440	69,440
Cash and cash equivalents at the end of the year	7	32,230	162,669	12,555

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.



Solway School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Solway 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 Stationery and Sports Uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20-50 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
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 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

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, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.



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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	702,172	590,441	682,479
Teachers' Salaries Grants	1,674,914	949,435	1,531,351
Use of Land and Buildings Grants	379,734	203,475	361,727
Other Government Grants	763	5,200	3,290
	2,757,583	1,748,551	2,578,847

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	13,182	-	12,341
Fees for Extra Curricular Activities	27,996	2,000	30,918
Trading	4,827	5,300	5,774
Fundraising and Community Grants	15,772	17,400	30,586
	61,777	24,700	79,619
Expense			
Extra Curricular Activities Costs	20,661	3,400	14,297
Trading	6,543	4,600	7,417
Fundraising and Community Grant Costs	1,703	-	14,750
	28,907	8,000	36,464
<i>Surplus for the year Locally Raised Funds</i>	32,870	16,700	43,155

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	58,945	38,900	71,082
Employee Benefits - Salaries	1,974,882	1,164,435	1,859,030
Staff Development	16,584	16,000	12,825
Depreciation	42,973	38,309	41,247
Other Learning Resources	767	900	950
	2,094,151	1,258,544	1,985,134



5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	8,652	6,000	6,088
Board Fees and Expenses	8,416	7,650	8,988
Operating Leases	-	55	(7)
Other Administration Expenses	34,004	34,500	36,798
Employee Benefits - Salaries	83,223	90,000	89,730
Insurance	5,818	2,900	5,649
Service Providers, Contractors and Consultancy	10,860	10,200	10,200
	<u>150,973</u>	<u>151,305</u>	<u>157,446</u>

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	11,739	10,750	10,750
Heat, Light and Water	13,769	12,000	12,721
Rates	5,093	3,800	3,854
Repairs and Maintenance	31,343	24,400	35,367
Use of Land and Buildings	379,734	203,475	361,727
Employee Benefits - Salaries	91,825	83,000	84,812
Other Property Expenses	18,579	19,500	15,513
	<u>552,082</u>	<u>356,925</u>	<u>524,744</u>

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

7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	32,230	162,669	12,555
Cash and cash equivalents for Statement of Cash Flows	<u>32,230</u>	<u>162,669</u>	<u>12,555</u>

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

Of the \$32,230 Cash and Cash Equivalents, and \$110,903 of Investments \$44,549 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned

Of the \$32,230 Cash and Cash Equivalents, \$6,635 of Revenue Received in Advance is held by the school, as disclosed in note 13.



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	-	7,237	405
Receivables from the Ministry of Education	5,185	-	10,847
Interest Receivable	1,212	-	1,305
Teacher Salaries Grant Receivable	166,092	116,519	130,404
	<u>172,489</u>	<u>123,756</u>	<u>142,961</u>
Receivables from Exchange Transactions	1,212	7,237	1,710
Receivables from Non-Exchange Transactions	171,277	116,519	141,251
	<u>172,489</u>	<u>123,756</u>	<u>142,961</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,202	879	1,007
	<u>1,202</u>	<u>879</u>	<u>1,007</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	110,903	100,000	104,449
Total Investments	<u>110,903</u>	<u>100,000</u>	<u>104,449</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	130,925	4,977	-	-	(4,319)	131,583
Furniture and Equipment	70,173	33,591	-	-	(14,973)	88,791
Information and Communication Technology	28,312	7,038	-	-	(8,181)	27,169
Leased Assets	33,486	9,191	-	-	(15,250)	27,427
Library Resources	1,011	-	-	-	(250)	761
	263,907	54,797	-	-	(42,973)	275,731

The net carrying value of equipment held under a finance lease is \$27,427 (2023: \$33,486)

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
	\$	\$	\$	\$	\$	\$
Building Improvements	228,470	(96,887)	131,583	223,493	(92,568)	130,925
Furniture and Equipment	258,227	(169,436)	88,791	224,636	(154,463)	70,173
Information and Communication Technology	97,980	(70,811)	27,169	90,942	(62,630)	28,312
Leased Assets	62,077	(34,650)	27,427	60,875	(27,389)	33,486
Library Resources	13,854	(13,093)	761	13,854	(12,843)	1,011
	660,608	(384,877)	275,731	613,800	(349,893)	263,907



12. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	5,125	14,798	10,937
Accruals	6,177	5,663	13,515
Banking Staffing Overuse	5,743	34,877	9,442
Employee Entitlements - Salaries	166,092	116,519	130,404
Employee Entitlements - Leave Accrual	5,154	1,542	2,006
	<u>188,291</u>	<u>173,399</u>	<u>166,304</u>

Payables for Exchange Transactions	188,291	173,399	166,304
	<u>188,291</u>	<u>173,399</u>	<u>166,304</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Student Income in Advance	2,579	698	5,303
Grants in Advance	4,056	-	-
MOE Grants in Advance	-	-	4,265
	<u>6,635</u>	<u>698</u>	<u>9,568</u>

14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	20,416	19,332	9,666
Increase to the Provision During the Year	11,739	10,750	9,666
Use of the Provision During the Year	-	-	1,084
Other Adjustments	-	-	-
Provision at the End of the Year	<u>32,155</u>	<u>30,082</u>	<u>20,416</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	32,155	30,082	20,416
	<u>32,155</u>	<u>30,082</u>	<u>20,416</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2036. This plan is based on the schools 10 Year Property plan / painting quotes.



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	15,389	18,230	18,583
Later than One Year and no Later than Five Years	6,203	24,215	13,563
Future Finance Charges	(1,903)	-	(2,818)
	<u>19,689</u>	<u>42,445</u>	<u>29,328</u>

Represented by

Finance lease liability - Current	13,877	18,230	16,864
Finance lease liability - Non current	5,812	24,215	12,464
	<u>19,689</u>	<u>42,445</u>	<u>29,328</u>

16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP/5YA Admin & Staffroom Upgrades	219915	12,586	537,799	(505,836)	-	44,549
Totals		<u>12,586</u>	<u>537,799</u>	<u>(505,836)</u>	<u>-</u>	<u>44,549</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	44,549
Funds Receivable from the Ministry of Education	-

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP/5YA Admin & Staffroom Upgrades	219915	23,919	-	(11,333)	-	12,586
Verandah Replacement	228243	(1,397)	(1,793)	3,190	-	-
Classroom Refurbishment	227279	(8,598)	23,603	(15,005)	-	-
Open Up Classroom Blk 1 for 2023		(504)	855	(351)	-	-
Totals		<u>13,420</u>	<u>22,665</u>	<u>(23,499)</u>	<u>-</u>	<u>12,586</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	12,586
Funds Receivable from the Ministry of Education	-



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, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,700	2,900
<i>Leadership Team</i>		
Remuneration	607,745	488,804
Full-time equivalent members	5.04	4.00
Total key management personnel remuneration	610,445	491,704

There are 6 members of the Board excluding the Principal. The Board has held 7 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	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	1.00
110 - 120	2.00	3.00
120 - 130	1.00	0.00
	4.00	4.00

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	2023 Actual
Total	\$0	\$0
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

As at 31 December 2024, the Board had capital commitments of \$112,849 (2023: \$597,225) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
SIP/5YA Admin & Staffroom Upgrades	112,849
Total	112,849

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	32,230	162,669	12,555
Receivables	172,489	123,756	142,961
Investments - Term Deposits	110,903	100,000	104,449
Total financial assets measured at amortised cost	315,622	386,425	259,965

Financial liabilities measured at amortised cost

Payables	188,291	173,399	166,304
Finance Leases	19,689	42,445	29,328
Total financial liabilities measured at amortised cost	207,980	215,844	195,632

23. Events After Balance Date

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

24. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Solway School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance, Kiwisport Statement, Statement of Compliance with Employment Policy, Evaluation of the School's Student Progress and Achievement and Report on how the School has given effect to Te Tiriti o Waitangi, but does not include the financial statements and our auditor's report thereon.

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

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

Other matter

Without modifying our opinion, we draw readers' attention to the fact that the school paid \$4,251 for flights for a personal trip to Fiji for the principal and his family. The school board considered that this trip contributed towards the principal's wellbeing and was therefore an appropriate use of the professional coaching and wellbeing support funding provided to schools in 2024. However, there was no clear business purpose for this spending, and paying for personal travel of a staff member and their family is not consistent with the school's travel policy.

In addition, the Board has not requested concurrence from the Ministry of Education for the additional benefit that the principal received.

Independence

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



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

A handwritten signature in blue ink, appearing to read "Mel Strydom".

Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand

Solway School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Briar Harvey	Presiding Member	Elected	Sep 2025
Mark Bridges	Principal	ex Officio	
Jaco le Roux	Parent Representative	Elected	Sep 2025
Felicity Brooks	Parent Representative	Elected	Sep 2025
Barri Cooper-Turner	Parent Representative	Co-opted	Sep 2025
Kelly Lissington	Parent Representative	Co-opted	Sep 2025
Hannah Gain	Staff Representative	Elected	Sep 2025

Solway School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3,686 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

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

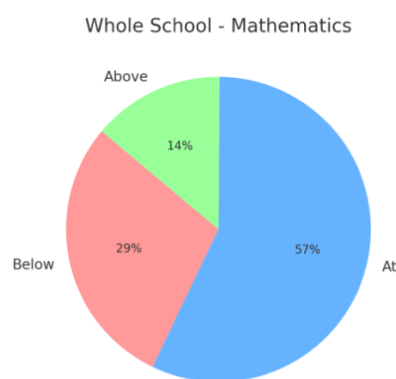
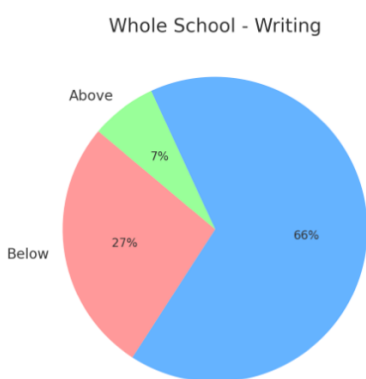
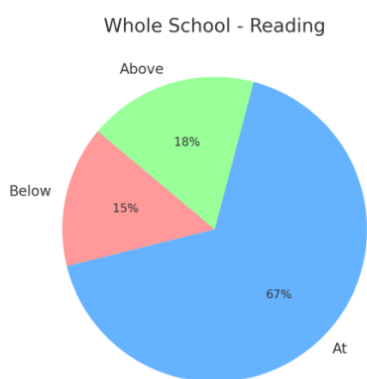
- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements 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.

Statement of variance: progress against targets

Strategic Goal 1:
As per the strategic plan

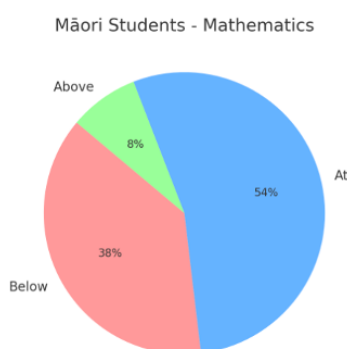
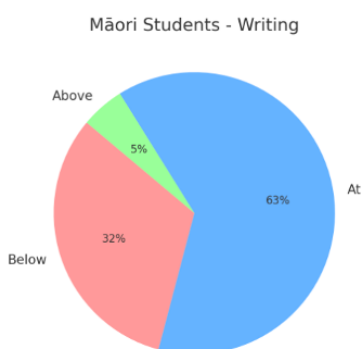
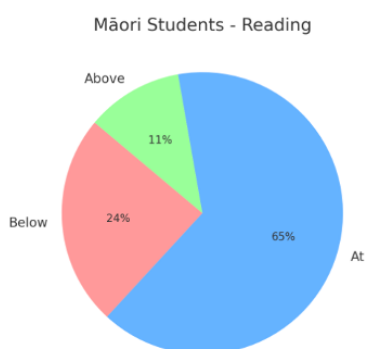
Annual Target/Goal: As per the annual implementation plan				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1	<ul style="list-style-type: none">The first full year of structured literacy (BSLA) in the junior school has shown continued signs of improving student engagement and literacy acquisition. Due to it being only in the junior years the filtering through into the data will take time.	<ul style="list-style-type: none">Reading results remain stable, indicating that previous gains have been maintained. We did not have a reading challenge in 2024 which led to large gains in 2023. However, mathematics and writing showed slight decreases in the proportion of students meeting expectations. It appears these results are still well above the national average.	<ul style="list-style-type: none">Despite further moderation PLD I do not have full confidence in the quality of the data. The implementation of increased CRT has meant disruptions for teaching and learning due to often as many as 3 different teachers in a week. Also we had a schoolwide production in 2024 which is a fantastic experience for our learners but it does impact teaching time just at the time we are doing our end of year assessments.	<ul style="list-style-type: none">Continue moderation sessions for writing to improve assessment consistency.Whole school to implement structured numeracy (Oxford, Number Agents) alongside structured literacy.Do another reading challenge in term 3Continue to push an hour per day Reading, Writing and Maths
Action 2	<ul style="list-style-type: none">Greater consistency in curriculum delivery across year groups through collaborative planning, shared literacy strategies, and school-wide initiatives such as basic facts challenges.	<ul style="list-style-type: none">More regular attendance across the year, Term 4 was our best term post Covid.	<ul style="list-style-type: none">Job shares when mixed with the new CRT allowances can mean we have 3 different teachers in many classes over any given week.	<ul style="list-style-type: none">Senior students will trial structured literacy later in 2025.Structured numeracy extended to years 6.
Action 3	<ul style="list-style-type: none">The third year of PB4L (Positive Behaviour for Learning) resulted in a continued reduction in Tier 2 and 3 behaviour incidents.	PB4l records show the overall reduction in both major and minor incidents. Playground incidents reduced significantly.	We have almost fully embed PB4L school-wide.	<ul style="list-style-type: none">Collaborate more with other schools taking a leadership role in the regional network. .Continue to enhance Tier 2 processes to support identified at-risk students while strengthening Tier 1 practices.

Evaluation and analysis of the school's students' progress and achievement



Whole School Learners (203 students)

Subject	Below Expected Level	At Expected Level	Above Expected Level	At or Above Expected Level
Reading	15% (31 students)	67% (136 students)	18% (36 students)	85% (172 students)
Writing	27% (55 students)	66% (134 students)	7% (14 students)	73% (148 students)
Mathematics	29% (60 students)	57% (116 students)	14% (27 students)	71% (143 students)



Māori Learners (81 students)

Subject	Below Expected Level	At Expected Level	Above Expected Level	At or Above Expected Level
Reading	24% (19 students)	64% (52 students)	11% (9 students)	75% (61 students)
Writing	32% (26 students)	63% (51 students)	5% (4 students)	68% (55 students)
Mathematics	38% (31 students)	54% (44 students)	8% (6 students)	62% (50 students)

Key Insights:

Positives:

- **Reading:** 85% of all students and 75% of Māori students are at or above expectations.
- **Writing:** 73% of all students and 68% of Māori students are at or above expectations.
- **Mathematics:** 71% of all students and 62% of Māori students are at or above expectations.

Concerns:

- **Mathematics:** 38% of Māori learners (compared to 29% schoolwide) are below expectations.
- **Writing:** 32% of Māori learners (compared to 27% schoolwide) are below expectations, highlighting the need to close the gap between Māori and non-Māori students.
- **Interventions:** 31 students are below expectations in reading, 60 in mathematics, and 55 in writing, all of whom are being closely monitored.

Giving Effect to Te Tiriti o Waitangi at Solway Primary School

At Solway Primary, we are committed to embedding Te Tiriti o Waitangi principles into our school culture, curriculum, and community engagement. We continue to make meaningful progress in ensuring that our plans, policies, and practices reflect **tikanga Māori, mātauranga Māori, and te ao Māori**, while also fostering **equitable outcomes for Māori students**.

Board of Trustees

Our Board remains focused on strengthening cultural responsiveness and fostering genuine partnerships with our Māori whānau. This year, we have:

- Engaged with professional **culturally responsive consultants** to guide and support our journey in embedding Te Tiriti within school governance and operations.
- Co-opted **board members who represent our Māori whānau**, ensuring Māori voices are actively contributing to decision-making.
- Allocated specific funding and resources to **support the continued growth of Kapa Haka and Te Reo Māori** within our school, recognising their importance in fostering cultural identity and inclusion.

Leadership

Our leadership team plays a key role in supporting staff, students, and whānau in strengthening Māori language and cultural practices within our school environment. This year, we have:

- Worked closely with **our Kāhui Ako** (Community of Learning) to share expertise and develop a culturally inclusive approach to teaching and learning.
- Drawn on **internal Māori expertise** to plan and deliver Te Reo Māori instruction and integrate Māori perspectives across the curriculum.
- Supported staff with **professional development** focused on culturally responsive pedagogy and improving outcomes for Māori students.

Kāhui Ako / Community of Learning

Solway Primary continues to collaborate with local schools within **Pūpuke Kāhui Ako**, strengthening connections between kura and iwi. This has included:

- Working alongside **Ngāti Paoa** to identify and implement next steps in embedding local tikanga and mātauranga Māori into our curriculum.
- Encouraging shared learning and best practice initiatives across schools to ensure that our approach to Te Tiriti o Waitangi is consistent and meaningful.

Teachers

Ensuring that all staff feel confident and equipped to deliver Te Reo Māori and tikanga Māori is a key priority. This year, we have:

- Provided ongoing support for classroom teachers through a **dedicated Te Reo Māori specialist** and a senior leader with expertise in Māori education.
- Established a **collaborative teaching model**, where classroom teachers receive guidance and coaching to confidently integrate Māori language and customs into daily learning.
- Integrated **New Zealand's histories curriculum** into classroom teaching, ensuring students understand Aotearoa's bicultural heritage and their place within it.

Learners

Our students actively engage with Māori language and culture through structured learning opportunities and schoolwide practices. This year, they have:

- Participated in **Te Reo Māori lessons**, gaining confidence in speaking and understanding the language.
- Learned about **New Zealand history, including local iwi narratives**, ensuring they develop a strong connection to our shared past.
- Regularly engaged in **schoolwide tikanga practices**, including **karakia, waiata, kapa haka, and mihi whakatau**, fostering a sense of belonging and cultural pride.

Looking Ahead

Moving forward, we will continue to strengthen our commitment to Te Tiriti o Waitangi by deepening iwi partnerships, expanding staff professional learning in culturally responsive teaching, and further integrating Te Reo Māori into our everyday school environment.