

# **RIVERVIEW SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

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



Principal:	Eamonn Kelly
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Ministry Number:	1594
Accountant / Service Provider:	Accounting For Schools Limited

# RIVERVIEW SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# RIVERVIEW 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.

Louise Murdoch  
\_\_\_\_\_  
Presiding Member

Signed by:  
  
10C1071E4D82C892  
\_\_\_\_\_  
Signature of Presiding Member

30/05/2025  
\_\_\_\_\_  
Date:

Eamonn Kelly  
\_\_\_\_\_  
Principal

Signed by:  
  
BEE7D8012FE9C01E  
\_\_\_\_\_  
Signature of Principal

30/05/2025  
\_\_\_\_\_  
Date:

# RIVERVIEW SCHOOL

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

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	4,362,646	3,753,436	4,066,069
Locally Raised Funds	3	199,692	166,100	211,014
Interest		20,085	12,000	13,442
Other Revenue	7	49,695	-	37,009
<b>Total Revenue</b>		<b>4,632,118</b>	<b>3,931,536</b>	<b>4,327,534</b>
<b>Expenses</b>				
Locally Raised Funds	3	166,591	120,200	174,947
Learning Resources	4	3,006,311	2,564,305	2,846,929
Administration	5	269,866	257,100	275,730
Interest		2,170	2,500	-
Property	6	1,158,505	978,764	1,101,565
Loss on Disposal of Property, Plant and Equipment		583	-	7,843
<b>Total Expenses</b>		<b>4,604,026</b>	<b>3,922,869</b>	<b>4,407,014</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>28,092</b>	<b>8,667</b>	<b>(79,480)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>28,092</b>	<b>8,667</b>	<b>(79,480)</b>

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

RIVERVIEW 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		817,175	817,175	916,304
Total comprehensive revenue and expense for the year		28,092	8,667	(79,480)
Contributions from / (Distributions to) the Ministry of Education				
Contribution - Furniture and Equipment Grant		40,875	-	-
Distribution to the Ministry of Education		-	-	(19,649)
Equity at 31 December		886,142	880,594	817,175
Accumulated comprehensive revenue and expense		886,142	880,594	817,175
Equity at 31 December		886,142	880,594	817,175

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.

# RIVERVIEW SCHOOL

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	230,808	179,239	42,908
Accounts Receivable	9	233,996	20,000	189,381
GST Receivable		931	-	6,033
Prepayments		8,609	9,320	22,143
Inventories	10	-	246	5,356
Investments	11	200,000	200,000	200,000
Transport Network	7	84,280	29,576	66,585
Funds Receivable for Capital Works Projects	16	-	-	71,655
		758,624	438,381	604,061
<b>Current Liabilities</b>				
Accounts Payable	13	311,501	23,769	278,910
Revenue Received in Advance	14	6,805	3,870	18,160
Provision for Cyclical Maintenance	15	9,943	-	7,800
Finance Lease Liability	16	10,827	-	9,251
Funds Held for Capital Works Projects		-	-	670
		339,076	27,639	314,791
<b>Working Capital Surplus/(Deficit)</b>		419,548	410,742	289,270
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	503,795	531,769	569,769
		503,795	531,769	569,769
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	30,429	43,030	33,014
Finance Lease Liability	16	6,772	18,887	8,850
		37,201	61,917	41,864
<b>Net Assets</b>		886,142	880,594	817,175
<b>Equity</b>		886,142	880,594	817,175

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

# RIVERVIEW SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,057,774	938,712	1,010,008
Locally Raised Funds		199,692	411,006	211,014
Goods and Services Tax (net)		5,103	6,035	26,363
Payments to Employees		(708,389)	(561,000)	(699,623)
Payments to Suppliers		(431,047)	(698,797)	(419,555)
Interest Paid		(2,170)	(2,500)	-
Interest Received		20,085	12,000	13,442
Net cash from/(to) Operating Activities		141,048	105,456	141,649
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(7,843)
Purchase of Property Plant & Equipment (and Intangibles)		(25,482)	(61,001)	(30,637)
Purchase of Investments		-	-	(200,000)
Net cash from/(to) Investing Activities		(25,482)	(61,001)	(238,480)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		40,836	54,751	-
Finance Lease Payments		(502)	786	675
Funds Administered on Behalf of Third Parties		32,000	36,339	(266,935)
Net cash from/(to) Financing Activities		72,334	91,876	(266,260)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>187,900</b>	<b>136,331</b>	<b>(363,091)</b>
Cash and cash equivalents at the beginning of the year	8	42,908	42,908	405,999
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>230,808</b>	<b>179,239</b>	<b>42,908</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Riverview 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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**

A 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 15.



# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. 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.

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### ***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 schools 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 items. 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) 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

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.

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**j) 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 recent market information.

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

The reversal of an impairment loss is recognised in the 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.

**k) 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.

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### **l) 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, annual leave earned, by non teaching staff, to but not yet taken at balance

#### *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.

### **m) 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.

### **n) 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 Revenue and Expense.

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

### **o) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

### **p) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools 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.

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### **q) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

### **r) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

### **s) Budget Figures**

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

### **t) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,040,233	956,872	944,633
Teachers' Salaries Grants	2,374,782	2,040,000	2,254,119
Use of Land and Buildings Grants	945,775	756,564	864,708
Other Government Grants	1,856	-	2,609
	<b>4,362,646</b>	<b>3,753,436</b>	<b>4,066,069</b>

### 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations & Bequests	10,859	5,000	23,444
Fees for Extra Curricular Activities	25,986	4,000	17,063
Trading	26,476	21,700	24,815
Fundraising & Community Grants	11,449	10,000	16,979
Other Revenue	528	10,000	1,885
OSCAR and Holiday Programme	124,394	115,400	126,828
	<b>199,692</b>	<b>166,100</b>	<b>211,014</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	24,460	3,000	15,452
Trading	28,916	21,200	20,108
Fundraising and Community Grant Costs	17,692	5,000	25,516
Other Locally Raised Funds Expenditure	-	-	-
OSCAR and Holiday Programme	15,296	15,500	8,497
OSCAR and Holiday Programme - Salaries	80,227	75,500	105,374
	<b>166,591</b>	<b>120,200</b>	<b>174,947</b>
	<b>33,101</b>	<b>45,900</b>	<b>36,067</b>

*Surplus/ (Deficit) for the year Locally raised funds*

### 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	82,484	83,205	69,742
Information and Communication Technology	42,276	37,500	39,730
Library Resources	1,323	2,300	1,920
Employee Benefits - Salaries	2,768,993	2,303,500	2,603,911
Staff Development	20,363	38,800	34,717
Depreciation	90,872	99,000	96,909
	<b>3,006,311</b>	<b>2,564,305</b>	<b>2,846,929</b>

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	5,864	6,000	5,400
Board Fees	3,130	3,600	3,260
Board Expenses	10,337	10,500	16,622
Communication	6,423	5,500	5,282
Consumables	23,080	22,200	19,227
Operating Lease	1,011	2,600	1,098
Other	10,876	17,900	13,345
Employee Benefits - Salaries	200,647	180,000	205,667
Insurance	5,698	5,800	5,829
Service Providers, Contractors and Consultancy	2,800	3,000	-
	<u>269,866</u>	<u>257,100</u>	<u>275,730</u>

### 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Caretaking and Cleaning Consumables	7,827	7,000	7,646
Cyclical Maintenance Provision	1,824	9,000	4,922
Grounds	11,469	11,500	9,616
Heat, Light and Water	18,364	19,000	18,470
Rates	2,679	2,800	2,426
Repairs and Maintenance	2,814	3,000	5,919
Use of Land and Buildings	945,775	756,564	864,708
Employee Benefits - Salaries	113,531	117,500	133,050
	<u>1,158,505</u>	<u>978,764</u>	<u>1,101,565</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 Revenue

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Opening Balance	66,585	-	29,576
Transport Grants	255,315	-	205,765
Transport Expenses	(205,620)	-	(168,756)
	<u>49,695</u>	<u>-</u>	<u>37,009</u>
Payment received by the School	32,000	-	-
	<u>84,280</u>	<u>-</u>	<u>66,585</u>

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash on Hand	200	400	200
Bank Accounts	230,608	178,839	42,708
Cash and cash equivalents for Statement of Cash Flows	230,808	179,239	42,908

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

Of the \$230,808 Cash and Cash Equivalents, \$6,805 of Revenue Received in Advance is held by the School, as disclosed in note 14.

### 9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	4,949	20,000	8,759
Receivables from the Ministry of Education	3,468	-	
Interest Receivable	3,382	-	2,276
Teacher Salaries Grant Receivable	222,197	-	178,346
	233,996	20,000	189,381
Receivables from Exchange Transactions	8,331	20,000	11,035
Receivables from Non-Exchange Transactions	225,665	-	178,346
	233,996	20,000	189,381

### 10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	-	246	5,356
	-	246	5,356

### 11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	200,000	200,000	200,000
Total Investments	200,000	200,000	200,000



# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings - School	57,332	-	-	-	(2,577)	54,755
Furniture and Equipment	107,045	1,559	-	-	(13,973)	94,631
Information Technology	38,890	12,388	(581)	-	(18,303)	32,394
Library Resources	19,241	-	-	-	(2,396)	16,845
Plant & Equipment	37,574	256	(2)	-	(13,457)	24,371
Playground and Ground	226,714	-	-	-	(18,153)	208,561
Resources	33,706	1,304	-	-	(4,404)	30,606
Sports	2,786	-	-	-	-	2,786
Solar System	20,353	-	-	-	(5,780)	14,573
Techology Assets under Lease	26,128	9,974	-	-	(11,829)	24,273
Balance at 31 December 2024	569,769	25,481	(583)	-	(90,872)	503,795

The net carrying value of furniture and equipment held under a finance lease is \$24,273 (2023: \$26,128).

#### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	105,272	(50,517)	54,755	105,272	(47,940)	57,332
Furniture and Equipment	254,100	(159,469)	94,631	252,541	(145,496)	107,045
Information Technology	308,164	(275,770)	32,394	296,357	(257,467)	38,890
Library Resources	115,312	(98,467)	16,845	115,312	(96,071)	19,241
Plant & Equipment	162,919	(138,548)	24,371	162,665	(125,091)	37,574
Playground and Ground	444,006	(235,445)	208,561	444,006	(217,292)	226,714
Resources	69,196	(38,590)	30,606	67,892	(34,186)	33,706
Sports	34,859	(32,073)	2,786	34,859	(32,073)	2,786
Solar System	55,045	(40,472)	14,573	55,045	(34,692)	20,353
Techology Assets under Lease	52,842	(28,569)	24,273	42,868	(16,740)	26,128
Balance at 31 December	1,601,715	(1,097,920)	503,795	1,576,817	(1,007,048)	569,769

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	9,553	18,769	18,790
Accruals	5,702	5,000	5,400
Employee Entitlements - Salaries	282,225	-	236,876
Employee Entitlements - Leave Accrual	14,021	-	17,844
	<b>311,501</b>	<b>23,769</b>	<b>278,910</b>
Payables for Exchange Transactions	311,501	23,769	278,910
	<b>311,501</b>	<b>23,769</b>	<b>278,910</b>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	5,805	-	12,355
Other revenue in Advance	1,000	3,870	5,805
	<b>6,805</b>	<b>3,870</b>	<b>18,160</b>

### 15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	40,814	40,814	36,188
Increase to the Provision During the Year		9,000	4,626
Use of the Provision During the Year	(442)	(6,784)	-
Provision at the End of the Year	<b>40,372</b>	<b>43,030</b>	<b>40,814</b>
Cyclical Maintenance - Current	9,943	-	7,800
Cyclical Maintenance - Non current	30,429	43,030	33,014
	<b>40,372</b>	<b>43,030</b>	<b>40,814</b>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan. The provision is based on a cyclical maintenance plan prepared by a ministry engaged consultant.

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 16. 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	11,755	6,602	9,993
Later than One Year and no Later than Five Years	7,352	13,485	9,562
Future Finance Charges	(1,508)	(1,200)	(1,454)
	17,599	18,887	18,101
<b>Represented by</b>			
Finance lease liability - Current	10,827	-	9,251
Finance lease liability - Non current	6,772	18,887	8,850
	17,599	18,887	18,101

### 17. 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.

		Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
<b>2024</b>						
Septic Tank Upgrade Completed	216989	(44,589)	44,589	-	-	-
Caretaker's Shed - Completed	216987	(3,000)	3,000	-	-	-
AMS 1,2,13 Block Upgrades, Staffroom & Toilets Completed	216993	(24,066)	24,066	-	-	-
Bamboo removal and side wide fence - Completed	234861	670	-	(670)	-	-
Totals		(70,985)	71,655	(670)	-	-

#### Represented by:

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

		Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
<b>2023</b>						
Septic Tank Upgrade Completed	216989	120,400	-	(164,989)	-	(44,589)
Caretaker's Shed - Completed	216987	25,322	-	(28,322)	-	(3,000)
Hall Fire System Upgrade - Completed	216991	(825)	825	-	-	-
AMS 1,2,13 Block Upgrades, Staffroom & Toilets - In Progress	216993	(15,586)	11,438	(19,918)	-	(24,066)
Bamboo removal and side wide fence - Completed	234861	-	138,742	(138,072)	-	670
Cyclone work with Avail Pacific - Completed	241,564	-	11,428	(11,428)	-	-
Totals		129,311	162,433	(362,729)	-	(70,985)

#### Represented by:

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

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 18. Related Party Transactions

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

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

#### 19. Remuneration

##### Key management personnel compensation

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	3,130	3,260
Leadership Team Remuneration	380,046	402,548
Full-time equivalent members	3	3
Total key management personnel remuneration	383,176	405,808

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal		
The total value of remuneration paid or payable to the Principal was in the following bands:		
	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	0 - 5	0 - 5

##### 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	8	9
110 - 120	1	1
120 - 130	0	1
	9	11

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

# RIVERVIEW SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 20. Contingencies

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

Holidays Act Compliance – Schools Payroll  
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

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

#### 21. Commitments

**(a) Capital Commitments**  
As at 31 December 2024 the Board has no contract agreements for capital works.

**(b) Operating Commitments**  
As at 31 December 2024 the Board has no operating commitments (2023: \$nil).

#### 22. Financial Instruments

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	230,808	179,239	42,908
Receivables	233,996	20,000	189,381
Total Financial assets measured at amortised cost	664,804	399,239	432,289
<b>Financial liabilities measured at amortised cost</b>			
Payables	311,501	23,769	278,910
Finance Leases	17,599	18,887	18,101
Total Financial Liabilities Measured at Amortised Cost	329,100	42,656	297,011

#### 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.

# RIVERVIEW SCHOOL

## Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Term expired/expires
Louise Murdoch	Presiding Member	Elected Parent Representation	May-2025
Eamonn Kelly	Principal	Appointed	
Chris Baker	Treasurer	Elected Parent Representation	May-2025
Lorraine Chaney	Parent Representative	Elected Parent Representation	May-2025
Casey-Lee Perrin	Secretary	Elected Parent Representation	May-2025
Jancy Stott	Parent Representative	Elected Parent Representation	May-2025
Piripi Silich	Ngati Rehia Representative	Co-opted	May-2025
Sarah Hallgarth	Staff Rep	Elected	May-2025



# Annual Report

# 2024

Statement of variance: progress against targets

**Strategic Goal:**  
Goal 1. To raise student achievement (Objectives 1 & 2, National Education Learning Priorities 1-6)  
Goal 2. To maintain a positive and inclusive school culture (Objective 1, National Education Learning Priorities 1-6)  
Goal 3. To place Te Tiriti o Waitangi and hauora at the centre (Objectives 1 & 3, National Education Learning Priorities 1-6)

**Annual Target/Goal:** It is expected that by the end of the year:  
**Reading:** 36% (n19) of the Year 1 students (n53) enrolled at the start of the 2024 school year will be at/above Level 1 (these students were Year 0 in 2023) / At least 80% (n57) of Year 2 students (n71) enrolled at the start of the 2024 school year will be at/above Level 1  
**Writing:** At least 80% (n52) of the Year 4 students (n65) enrolled at the start of the 2024 school year will be at/above Level 2 / At least 80% (n56) of Year 5 students (n70) enrolled at the start of the 2024 school year will be either at Working towards Level 3 or above  
**Maths:** At least 80% (n54) of the Year 3 students (n68) enrolled at the start of the 2024 school year will be either at Working towards Level 2 or above / At least 80% (n56) of Year 5 students (n70) enrolled at the start of the 2024 school year will be either at Working towards Level 3 or above  
**Attendance:** School-wide attendance will average 90% or greater.

As per the annual implementation plan				
Actions <i>List all your Annual Implementation Plan actions 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>
Continuation of the PB4L contract, building a positive behavioural and learning environment to help all students achieve their best learning. This will include the introduction of Tier 2 supports for students needing this	In Reading, 76.6% of all Tamariki are at / above.  In Reading, 86% of all Year One Tamariki are at / above.  In Reading, 77% of all Year One Tamariki are at / above.	The data provided to Board members are detailed on the following pages.  This is provided in a summary level for a year-by-year comparison and by student numbers for 2024  More detail is provided for the three curriculum areas by School Year level for the 2024 year.	The continuation of PB4L has been a very pleasing continuation throughout the kura. This reinforces the HEARTWISE Values and well-being of each tamariki. The PB4L Team support ongoing discussion and PLD around the PB4L programme.  The reward system across the whole school is used consistently across all classrooms and age levels. It sparked a very positive and motivated attitude with almost all children, and this has been reflected in attendance, (90%+) application to learning, celebrating successes, and generally giving the school a more positive environment	In 2025, by further embedding the PB4L programme and reward system, while maintaining the Tier 2 level of this programme in the school. We will continue with the PB4L PLD and PB4L Team to review progress. The school continues to develop and embed restorative practice through regular PLD and reflection.
Funding and support to improve their academic achievement (LSA Support)	In Reading, 76.6% of all Tamariki are at / above.  In Writing, 75% of all Year Four Tamariki are at / above.	Throughout the 2024 year, Reports on progress  The School moved to analyse PAT data and eASTTLE Data to unpack against the curriculum to make accurate OTJs.	PLD regarding Te Ao / te reo Māori is very positive and enabling, with teachers across the school growing in the knowledge of te reo Māori and tikanga Māori.	We have identified that consistency of the delivery of BSLA, iDeaL and PR1ME Maths has likely impacted learning. In 2024, we will emphasise consistency across ALL levels, of the expectations of following the programmes as designed. We will unpack what quality teaching looks like and release a teacher for Targeted literacy intervention and maths intervention.
Other initiatives will continue to support Māori achievement, including PLD for staff, the Tuakana-Teina buddy programme, Kapa Haka participation in the local festival.	In Writing, 70% of all Year Four Tamariki are at / above.  In Maths, 73.4% of all Tamariki are at / above.			The weekly te reo classes across the school shall continue (BOT funded, 0.4 of



	<p>In Maths, 75% of all Year Four Tamariki are at / above.</p> <p>In Maths, 63% of all Year Four Tamariki are at / above.</p> <p>Attendance: In 2024, the average attendance at Riverview School was 90%</p>			<p>a full time teacher) together with all staff being required to attend.</p> <p>The school is participating in Te Pūherenga, to continue to develop our Aotearoa New Zealand Histories Curriculum, in association with neighbouring schools and our local Hapu, Ngāti Rēhia.</p> <p>Core targets and tracking for 2025 as below.:</p>
--	--	--	--	--

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not achieved.

In 2025: Through Reflection and analysis, we have reviewed our targets to reflect on the actual difference we are making to priority Learners.

Reading	Writing	Maths	Attendance
<p><b>All:</b> The 30 identified learners will accelerate their learning to align closer to their aspirational learning trajectory.</p> <p><b>Year 4:</b> 15 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 6:</b> The 27 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Māori:</b> The 23 identified Māori learners will accelerate their learning to align closer to their aspirational learning trajectory. (13 Boys / 10 Girls)</p>	<p><b>All:</b> The 45 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 2:</b> 22 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (10 Boys)</p> <p><b>Year 3:</b> 17 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (9 Boys)</p> <p><b>Year 6:</b> The 29 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (19 Boys)</p> <p><b>Māori</b> The 29 identified Māori learners will accelerate their learning to align this closer to their aspirational learning trajectory. (15 Boys / 14 Girls)</p>	<p><b>All:</b> The 26 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 2:</b> 22 Identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p><b>Year 5 and 6:</b> The 18 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory. (15 Boys)</p> <p><b>Māori:</b> The 23 identified Māori learners will accelerate their learning to align this closer to their aspirational learning trajectory. 8 Boys / 15 Girls)</p>	<p>We form connections with whānau to understand the purpose of absenteeism rather than unexplained.</p> <p>By the end of the Year, we have an average daily of 90% attendance or greater.</p> <p>Our Regular attendance is 75% or greater.</p>

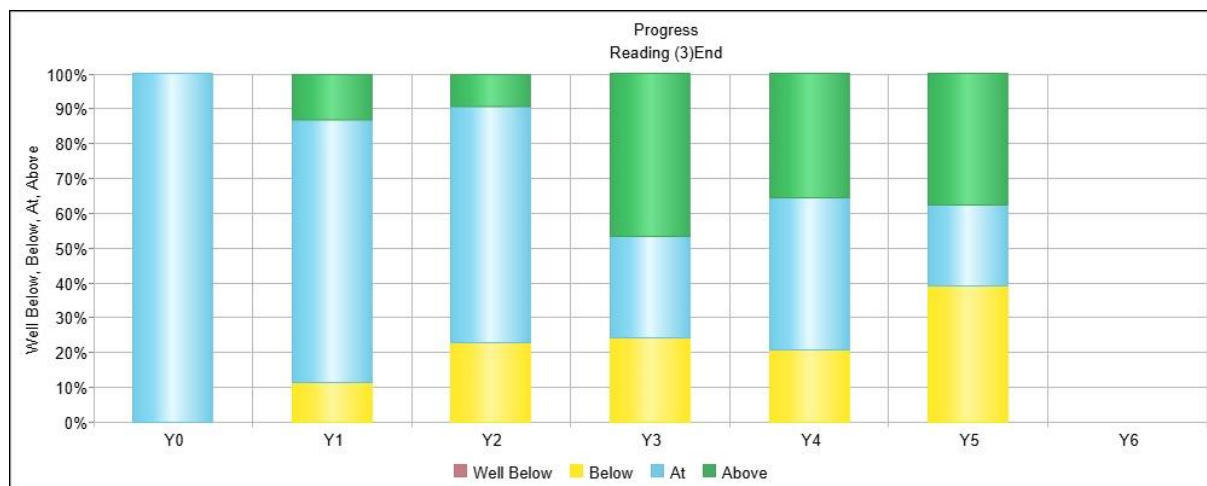
# Evidence of the school's students' progress and achievement

## Summary Data

### 2024 Literacy Results and 2025 Targets

#### Reading

This data has been taken from the 2024 Overall Teacher Judgements (OTJs) made in November and reported to whānau. There was a rigorous assessment done to ensure that the data was accurate and in line with the NZ Curriculum levels. Teachers used standardised tests, non-standardised tests as well as anecdotal data collected throughout term 4 to determine a student's level of attainment against the NZC expectations. Staff moderated across their year levels and across the school.



The above graph is a snap shot of whole school data. The goal is for the bar to be mostly blue with green at the top. The yellow indicates students who are currently below expectation and need an intervention to ensure their achievement is accelerated in 2025.

89650	Alternative Curriculum	1B	Emergent	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Well Below	Below	At	Above	Total
Y0			100% (17)														100% (17)		17
Y1	1% (1)	76% (53)	10% (7)	13% (9)												11% (8)	76% (53)	13% (9)	70
Y2	2% (1)	18% (12)	3% (2)	42% (28)	26% (17)	9% (6)										23% (15)	68% (45)	9% (6)	66
Y3	5% (3)	3% (2)		3% (2)	13% (8)	29% (18)	32% (20)	15% (9)								24% (15)	29% (18)	47% (29)	62
Y4	2% (1)			3% (2)	3% (2)	13% (8)	16% (10)	27% (17)	24% (15)	11% (7)						21% (13)	44% (27)	35% (22)	62
Y5		1% (1)			4% (3)	5% (4)	5% (4)	21% (15)	22% (16)	15% (11)	16% (12)	5% (4)	4% (3)			37% (27)	22% (16)	36% (26)	73
Y6																			0
Totals	1.7% 6	19.4% 68	7.4% 26	11.7% 41	8.6% 30	10.3% 36	9.7% 34	11.7% 41	8.9% 31	5.1% 18	3.4% 12	1.1% 4	0.9% 3			22.3% 78	50.3% 176	26.3% 92	350

The more detailed graph shows actual numbers of students at each stage of progress. There are 6 students who are on an alternative curriculum. This group is made up of 3 boys, 3 girls. 3 of these students are Māori. Their programmes are closely monitored by our SENCO (Sarah Hallgarth).

Although we often focus on identifying target students, it is also worth noting the achievement levels that we need to celebrate. 26.3% of all students are sitting ABOVE expectation and 50.3%

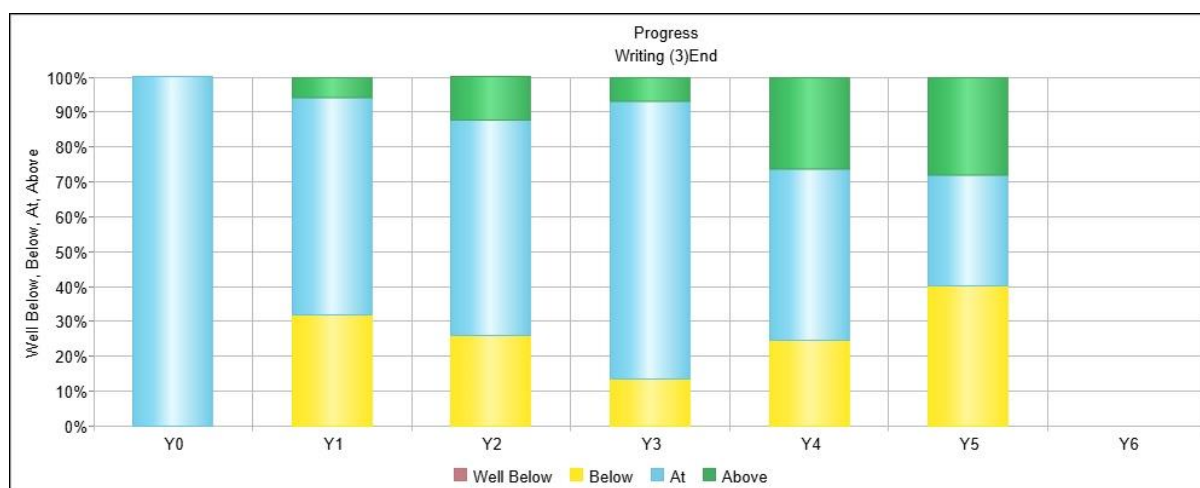
are sitting AT expectation. This exceeds current trends that have recently made the news in New Zealand that lead us to believe that students are failing in the area of reading. The 22.3% who sit BELOW expectations are a priority and we have already identified this group of students to ensure that they are given the opportunity to achieve AT expectation. This means looking at barriers to learning, ensuring we are well resourced and upskilled in order to meet their learning needs and finding ways to engage all learners in reading.

The group that is of most concern is the 2024 Year 5 group who are now our current Year 6 students. 37 % of these students need an intervention in order to accelerate progress. This represents 27 students, 19 of these are male.

### Target Learners for 2025

Year 4	15 students - 11 boys and 4 girls
Year 6	27 students - 11 girls and 19 boys

### Writing



This snap shot of whole school writing data shows similar patterns to the reading graph. A significant difference being the year 3 data showing fewer students working BELOW and ABOVE in this area as the majority are sitting AT expectation. The numbers of students ABOVE is pleasing and the more detailed graph shows us how this is made up across the year levels.

89651	Alternative Curriculum	1B	Emergent	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	Well Below	Below	At	Above	Total
Y0			100% (17)														100% (17)		17
Y1	1% (1)	61% (43)	31% (22)	6% (4)												31% (22)	61% (43)	6% (4)	70
Y2	2% (1)	21% (14)	5% (3)	47% (31)	14% (9)	12% (8)										26% (17)	61% (40)	12% (8)	66
Y3	5% (3)	2% (1)		3% (2)	8% (5)	34% (21)	42% (26)	6% (4)								13% (8)	76% (47)	6% (4)	62
Y4	2% (1)			2% (1)	6% (4)	16% (10)	24% (15)	24% (15)	19% (12)	6% (4)						24% (15)	48% (30)	26% (16)	62
Y5		1% (1)		4% (3)	7% (5)	6% (4)	13% (9)	10% (7)	22% (16)	10% (7)	21% (15)	4% (3)	1% (1)	1% (1)		40% (29)	32% (23)	28% (20)	72
Y6																			0
Totals	1.7% 6	16.9% 59	12% 42	11.7% 41	6.6% 23	12.3% 43	14.3% 50	7.4% 26	8% 28	3.2% 11	4.3% 15	0.9% 3	0.3% 1	0.3% 1		26.1% 91	57.3% 200	14.9% 52	349

252 students across the school are sitting AT or ABOVE expectation. We can feel confident that this data is equivalent across all levels due to the use of the same assessment tool (e-AsTTle) and across school moderation done in term 4.

In year 1 and year 5 (currently Year 2 and Year 6 ) the data shows a significant number of students working BELOW expectations. Based on this information, we are ensuring that our intervention

programmes are catering for these students. The use of Lexia and Learning Support Staff is an in-class intervention for targeted learners. The use of structured literacy programmes across the school will impact all learners and should meet the needs of our target students within the usual literacy classroom programme. Having a skilled teacher taking small groups (4 students at a time) for an intervention programme of literacy that is 30 mins per day four days per week will lift achievement in reading and writing. Whole staff PLD will also lift achievement through increased teacher knowledge on how to accelerate learning for students who are dyslexic or have other learning needs that contribute to lower success in literacy.

#### Target Learners for 2025

Year 2	22 students - 10 boys and 12 girls
Year 3	17 students - 9 boys and 8 girls
Year 6	29 students - 10 girls and 19 boys

We have selected target learners and shared their names with staff. Class teachers will plan interventions and closely monitor progress. This will be shared at team meetings and reported back to leadership at our meetings. Teachers have been asked to identify barriers such as poor attendance, transient learners, learning differences which impact on achievement. We will strive to remove barriers.

As well as having target students, we are also having a whole school focus on the teaching of structured literacy across the school. Time and money has been put into teacher professional development as well as ensuring that classes are resourced to meet learning needs.

We have several 'experts' within the school who are able to role model to other staff, plan and implement interventions and give guidance where it is needed. Having a full time teacher released from a class to take literacy groups is a huge benefit and will improve learning for target students. The work being done is repetitive, daily and in small groups. This teaching follows the BSLA method of structured literacy.

Upskilling teachers in the use of assessment tools will also ensure that we have reliable data and that the data is used to inform teaching.

# How we have given effect to Te Tiriti o Waitangi

## How Riverview School has given effect to Te Tiriti o Waitanga in 2024

Riverview School has a history of striving to give effect to the commitments of Te Tiriti o Waitanga both in principal and in practice. In 2024 this included:

1. The provision of a **specialist teacher of te reo Māori** who teaches in every class on a weekly basis. This programme began 6 years ago and has grown each year as the learning at each year level is built upon at the next. This has taken the level of learning from an initial basic level (simply vocabulary, phrases, commands, etc.) to the current curriculum, which has Akonga speaking in simple sentences, asking and answering questions and building on the range within this structure, etc.
2. **A growing relationship with our local Hāpu, Ngāti-Rēhia.** We have undertaken much collaborative work with Ngāti-Rēhia this year, including:
  - a. Curriculum development (see three below)
  - b. Attended the combined schools Kapa Haka Festival held at the Whiriora Marae in Term 3.
3. The **collaborative development with local schools and Ngāti-Rēhia of a local Aotearoa – NZ Histories curriculum, locally known as “Te Puheringa.”** This initially involved the principals of 5 local schools and kaumatua from Ngāti-Rehia meeting to set up the kaupapa for the process of designing a localised history curriculum for all schools and Ngāti-Rēhia to follow. Later, each school appointed key staff to continue meeting with the kaumatua to work on the content of this curriculum.
4. **Growing the Cultural Capability of our teachers** and employed staff: This has been an ongoing focus for the past 4 years, working with Dr Lisa Watson of the University of Auckland and Te Pūherenga.
5. **Leadership Unit and specified duties allocated to a Senior Teacher to promote and foster improved welfare and achievement of our Māori akonga.** This includes:
  - a. Running a Tuakana-Teina “big brother” mentoring programme throughout the year. While this is open to non-Māori students, the focus is on helping foster good social and learning habits in our younger Māori akonga by being buddied up with an older akonga and a variety of activities and lessons are shared together.

# Statement of compliance with employment policy

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

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	<i>We have policies developed within the "SchoolDocs" framework that are up to date and made available to all staff.</i>
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	<i>We have an EEO policy (SchoolDocs), and EEO Officer, and a Management team that monitors all matters pertaining to EEO in regards to all employment matters.</i>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<i>We operate by the principles of EEO and follow our Policy.</i>
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<i>We are very keen to do this but have very few staff and applicants who identify as Māori. In talking with those who are on staff, they confirm that they are very happy with their fair treatment and career opportunities. The BOT engaged Ngāri Rēhia, and co-opted a Ngāti Rēhia Representative to the BOT.</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>We provide a high level of ongoing professional development for all staff. Being in a rural area, this is often a high cost to the school, and all staff have equal access to this.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>Our senior management team is well represented with women (7 out of 8 are women) as well as our Office Manager and our Finance Manager. Their needs are wishes are well represented.</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>The school has been upgraded to include accessibility for all people, including those with disability.</i>

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

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

## Statement of Kiwisport Funding - 2024

**Kiwisport Report 2023**  
**Riverview School**

Kiwisport is a Government funded initiative that supports Schools to provide sporting opportunities for their students

This is a valuable funding source resource used by us to bring greater levels of physical activity into our school

In 2024, the school received Kiwisport funding of \$6,873.12

This amount was spent on various sporting endeavours including :

- Organisation and running of school Cross Country event.
- School participation in the inter-school Cross Country event.
- Organisation and running of school swimming sports, in three half day, year-based events.
- School participation in the inter-school Swimming sports.
- Purchase of a variety of sports equipment to enhance the introduction and coaching of various sports, as introduced by Sport Northland staff.
- Other sporting equipment as needed.



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF RIVERVIEW PRIMARY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of **Riverview Primary School** (the school). The Auditor-General has appointed me, Angela Edwards, using the staff and resources of BDO Northland, 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 2-19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the school:

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

Our audit was completed on 30 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.

KERIKERI PARTNERS: Solomon Dalton Angela Edwards Joanne Roberts

WHANGAREI PARTNERS: Greg Atkins Scott Kennedy Adelle Wilson

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### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the school's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the school's ability to continue as a going concern. If we conclude that a

material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the school to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 29, but does not include the financial statements, and our auditor's report thereon.

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

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

#### Independence

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

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

Signed by:  
  
6E40ADD5BA5B1211

Angela Edwards  
BDO Northland  
On behalf of the Auditor-General  
Kerikeri, New Zealand