



VISCOUNT SCHOOL (1546)



2024 ANNUAL REPORT

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LIST OF ALL SCHOOL BOARD MEMBERS

Board Member names	Role	Date that the Board Member's term finishes
Dr Deanna Johnston	Principal	Appointed to position January 2024
Tinei Tagaloa-Leniu	Presiding Member	2025
Jan Sila'ila'i	DP elected Staff Member	2025
Olivine Lealiifano	Elected Member	2025
Juliet Singh	Elected Member	2025
Joshua Tomuli-Pritchard	Elected Member	2025
Solomona Haiaga	Co-opted Member	2025

VISCOUNT SCHOOL 2024 VARIANCE STATEMENT: PROGRESS AGAINST TARGETS

STRATEGIC GOAL

GOAL 1: Curriculum & Assessment

1. To use evidence-based practice to lift progress and achievement of all ākonga in literacy (NELP Priority1, 4)
2. To provide rich and authentic learning opportunities that meet all ākonga needs and connects them to their community (NELP Priority 2, 3)
3. To give practical effect to Te Tiriti o Waitangi (local tikanga Māori, Mātauranga, te reo Māori)

ANNUAL IMPLEMENTATION GOAL TARGET: Reading | Pānui

Increase ākonga **literacy reading** achievement to 70%

Actions (from the 2024 Annual Implementation Plan) <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for Variance <i>Why it happened?</i>	Planning for 2025 <i>Where to next?</i>
<ul style="list-style-type: none"> - School-wide review of literacy initiatives. De-implemented initiatives having no impact. Introduced weekly PLCs informed by relevant research and aligned with targeted PLD; implemented through to T4; Literacy workshops led by new external facilitator and Principal - Engaged in first year of ALL Project (Accelerating Literacy Learning) in reading with a Y3-8 cohort of 30 ākonga; ALL Kaiako 1:1 in-class PLD support and analyses of reading assessments (vocab & text) - Deliberate planning to increase ākonga joy, critical thinking, rich dialogue, co-operative problem solving & voice capture - Modelling of reading practice with targeted ākonga; focussed Kaiako observations and 1:1 conversation to analyse, identify and affirm effective reading practice; Team Leaders observing and providing feedback & feedforward strategies with their Team - Kaiako actively engaged in weekly routine of targeted PLD aligned to Team Hui evaluation as part of Kaiako Professional Growth Cycle (PGC); School wide planning, teaching, assessment, evaluation, and reporting aligned with PLCs, PGC; increased use of noticing & responding tactics; VS refreshed Values woven into PLCs/PLD - Review and development of Formative Assessment (AfL) strategies e.g., introduction of modelling books, vocab expansion tasks 	<p>Tracking reported to the Board start of year SoY, midyear MY, and end of year EoY; Introduced longitudinal tracking of same cohorts. Reinstated data analyses of gender and ethnicity; reinstated Reading Running Record analyses</p> <p>STAR Stanine 4-6: School wide global % points shift at Year levels; average 66%; SoY% to EoY% shift: Y3 = 47>82%; Y4 = 26>45% Y5 = 54>73%; Y6 = 48>60% Y7 = 54>71%; Y8 = 48>67% 2024 same cohort % increase: Y3 +41%; Y4 +20%; Y5 +12% Y6 + 15%; Y7 + 17%; Y8 +15% Māori +21%; Male +28%</p>	<p>End of 2023 change of Principal, Kaiako, LA hours; turnover in Y1-3 before 2024, and Y5/6 in mid 2024; challenge to secure appropriate teachers and relievers; over reliance on one reading approach not suitable for high ESOL. 2nd year of four consecutive Terms but still needing to emphasise urgency for impactful teaching and learning – ‘catch up mode’, following three years of significant disruption to already at-risk ākonga learning, impacting engagement and attendance</p>	<p>Apply for ALL Project in reading (2nd year) and increase number of Kaiako in the PLD cohort from 4 Increase fidelity to effective reading practice, and Assessment for Learning (AfL) processes, particularly for those ākonga identified as not yet working at Curriculum expectation/in Phase (refreshed English Curriculum) Develop & implement phonics programme Y1-3 integrated with reading and handwriting</p> <p>Reinforce Kaiako/Team routines of Termly tracking of class data; Weekly Team planning review; Weekly Kaiako kōrero to identify tactics for ākonga not yet making expected Curriculum progress</p>

<ul style="list-style-type: none"> - Kaiako planned targeted programmes, grouping ākongā according to learning needs and conversations for co-constructing ākongā learning goals - Kaiako delivery of culturally contextualised lessons for all ākongā (Deliberate Acts of Teaching DATs, use of accelerative practices), flexible & inclusive groupings during reading lessons - Targeted modelling and use of Journals, Connecteds MoE reading texts to support reciprocal links to reading/writing - Coherent expansion of foundation vocabulary & use of rich literacy texts in reading - Introduced Kaiako and Teams' analyses of class assessment data to identify trends, and set next learning actions with their ākongā - Sharing of school-wide assessment data with Kaiako to inform year level, gender and ethnicity areas for improvement, and acceleration/urgency needed SoY, MY to EoY 2024 - Ākongā data and information celebrated and shared with parents/caregivers via Whānau Kōrero sessions, Whānau Hui, ākongā achievement reports - SLT and Kaiako engagement in NZC Refresh English MoE PLD, including MoE provided Teacher Only Days; Critical thinking applied to exploration of <i>Understand Know Do</i> (UKD) and <i>Progressions</i> in the new English Curriculum - Kaiako Y1-3 engagement in Yolanda Soryl and BSLA Phonics PLD - Targeted allocation of learning support personnel to better meet flexible groupings and variable needs of targeted ākongā (LSC, Learning Assistants LAs, and Multi-lingual Teacher numbers increased to receive learning support) 	<p>Curriculum Expectation (CE) SoY% to EoY%; School-wide average 58%</p> <p>Y1 +94%; Y2 +42%; Y3 +49%; Y4 +29%; Y5 +53%; Y6 +47%; Y7 +30%; Y8 +35%</p> <p>2024 same cohort % parity increase from SoY to EoY: Y1 =94%; Y2 +43%; Y3 +53% Y4 +27%; Y5 +53%; Y6 +49% Y7 +32%; Y8 +35%</p> <p>Māori +50% across levels Tongan +48% across levels Males Y1 +100%; Y5 +57% Females Y1 +100%; Y3 +56%</p> <p>ALL Project Cohort (n=30): Y2/3: 7/8 made accelerated progress, @ CE/RL; 1 student made faster than standard progress PreL1 >L11 Y4/5: 8/9 made accelerated progress, > CE/RL; 1 student 2 years progress @L1-@L2 Y5/6: 6/7 made accelerated progress, and 5/7 @ CE; 2/7 made 2 years progress (@ EL3). Y7/8: 4/5 made accelerated progress, @EL4, with 1 Y7 student shifting beyond CE</p>	<p>MoE delay in Phase 3 of refreshed English Curriculum</p> <p>School wide daily focus on MoE strategy to improve ākongā daily attendance; reached school wide goal of 90% a few times with higher percentage average compared with previous years; sickness high Term 2 and 3 noticed as a contributing factor to reduced attendance (winter months)</p>	<p>If approved, implement 2nd year of MoE externally funded literacy, with a specific focus on reading (which will have reciprocal support with writing), and includes development of AfL practice via Vision Education with Dr Alison Davis and facilitator Doreen Jukes. Implement 2nd year of targeted internally led PLCs/PLD with a specific focus on reading, phonics Y1-3, and vocab expansion Y1-8</p> <p>Prioritise funding in 2025 Budget to access external PLD if MoE application declined</p> <p>Reinforce 3 new VS Values to become authentic and culturally conscious in practice; localised Values underpin learning focussed relationships within a learning focussed environment/whānau-like class setting</p> <p>2025 focus on those ākongā just before CE including: Y3, Y5, Y8 cohorts</p>
<p>EVIDENCE:</p>	<ul style="list-style-type: none"> - Day to day in class and ALL Project reading lesson observations and conversations; Kaiako lesson modelling books (formative assessment notes) - Kaiako and leadership overall professional Curriculum judgments - Phonics lessons, vocab expansion tasks; moderation of writing samples in Team hui - ALL Project vocab Bryant Test; Reading Running Records (PM Benchmark, Probe reinstated); Moderation of Running Records data by each Team - PAT reading comprehension Y4-8; STAR Y4-8 (historically used by the School, discontinue in 2025) 		

ANNUAL IMPLEMENTATION GOAL TARGET: Writing | Tuhituhi

Increase ākongā literacy writing achievement to 60%

Actions (from the 2024 Annual Implementation Plan) <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for Variance <i>Why it happened?</i>	Planning for 2025 <i>Where to next?</i>
<p>(As above, literacy reading was the central focus of review for the year)</p> <ul style="list-style-type: none"> - Tools used school-wide writing sample; School Entry Assessments including vocabulary lists; Y1-3 phonics PLD and programme review - Yolanda Soryl PLD and BSLA leaders' PLD - Targeted PLC/PLD implemented and carried through to T4; Literacy workshops showing reciprocal links from reading to writing practice led by external facilitator and Principal; Kaiako actively engaged in weekly targeted PLD aligned to Team Hui evaluation as part of Kaiako PGC - Sharing of school-wide assessment data at PLCs introduced to emphasise urgency and acceleration needed SoY, MY to EoY 2024 - Teams analysed and moderated writing assessment data to set next learning actions with ākongā - Focussed Kaiako observations and 1:1 conversations to analyse, identify and affirm effective writing practice; Modelling with targeted ākongā - Kaiako planned targeted programmes, flexible small grouping of ākongā according to learning needs and conversations for co-constructing ākongā learning goals; Kaiako delivery of culturally contextualised lessons - Review of more coherent expansion of foundation vocabulary - Targeted modelling and use of Journals, Connecteds MoE reading texts to support reciprocal links to reading/writing - Ākongā data and information celebrated and shared with parents/ caregivers via Whānau Kōrero sessions, Hui, ākongā achievement reports - Targeted allocation of learning support personnel to better meet flexible groupings and variable needs of targeted ākongā (LSC and Multi-lingual Learning programmes) 	<p>Tracking reported to the Board SoY, MY, and EoY; Introduced longitudinal tracking of same cohorts. Reinstated data analyses of gender and ethnicity (major focus was on reading pānui)</p> <p>Curriculum Expectation (CE) SoY% to EoY%; School-wide average 57%</p> <p>Y1 +31%; Y2 +57%; Y3 +27% Y4 +47%; Y5 +48%; Y6 +44% Y7 +33%; Y8 +39%</p> <p>2024 same cohort % parity increase from SoY to EoY: Y1 +27%; Y2 +58%; Y3 +44% Y4 +49%; Y5 +50%; Y6 +46% Y7 +32%; Y8 +41%</p> <p>Māori +39% across levels Samoan +47% across levels Males Y1 +100%; Y2 +58% Females Y2 +61%; Y4 +57%</p>	<p>*Above. After de-implementation of non-impactful initiatives, a major focus on refreshing effective instructional reading and oral language/phonics expansion programmes; writing scope/sequence outdated unclear; a review of scope/sequence of reading/vocab (high ESOL population) but PLD included reciprocal relationship of reading and writing, as well as a re-focus on Assessment for Learning (AfL) practice</p> <p>*Attendance - above</p>	<p>*Above. A major focus on refreshing effective instructional reading and oral language/vocab expansion programmes and review of scope and sequence of reading/vocab (high ESOL population) but PLD included reciprocal relationship of reading and writing, and Assessment for Learning (AfL) processes, for <u>all</u> ākongā and those identified as not yet working just before CE</p> <p>Model and reinforce Team moderation processes of writing samples</p>
<p>EVIDENCE:</p>	<ul style="list-style-type: none"> - Day to day in class literacy lesson observations, Kaiako lesson modelling books (formative assessment notes) - Kaiako and leadership overall professional Curriculum judgments; PLC moderation practise as well as moderation of writing samples in Team hui - ALL Project vocab Bryant Test; Phonics lessons, vocab expansion tasks - Vocab results taken from results of ākongā Reading Running Records to inform next prioritised teaching points 		

ANNUAL IMPLEMENTATION GOAL TARGET: Mathematics/Statistics | Pāngarau

Increase ākongā **mathematics** achievement to 70%

Actions (from the 2024 Annual Implementation Plan) <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for Variance <i>Why it happened?</i>	Planning for 2025 <i>Where to next?</i>
<ul style="list-style-type: none"> - Principal implementation of external <i>The Learner First</i> (TLF) Maths Collaborative School Cluster PLD to increase networking support and develop Kaiako maths/statistics teaching and formative assessment capability - Kaiako engaged in new routines of external TLF PLD workshops and Principal internally delivered TLF follow-up PLCs; Principal development of TLF resources for Kaiako trial of TLF components; review of material manipulatives and purchase of core equipment - TLF SLT PLD online sessions; implementation of core TLF strategies (Rapid Routines, Rich tasks; knowledge building; procedural fluency) - Reviewed weekly and long term planning; explored indicators of effectiveness/5 dimensions of powerful maths; Teams' Local Curriculum back-mapping to assist planning - PLD focus on balanced maths programmes for all ākongā; developing shared teaching approaches and implementation of effective AfL practice; AP/DP mentoring - PLD focus developing Kaiako and ākongā agency and efficacy; distributed maths leadership to AP and Middle Leaders to support Team collaboration - Developing learning-focussed relationships through culturally conscious practice to increase ākongā efficacy and agency (enjoyment in and of maths e.g., introduction of academically rich games using the 4 principles) - Developing kaiako conversations for high expectations teaching - Introduction of school-wide data analyses to inform Kaiako decisions for implementing and monitoring targeted actions for their ākongā - Explored <i>Te Mātaiaho</i> Curriculum refresh of mathematics/statistics via PLCs and MoE Teacher Only Days 	<p>Tracking reported to the Board SoY, MY, and EoY; Introduced longitudinal tracking of same cohorts. Reinstated data analyses of gender and ethnicity (major focus was on reading pānui</p> <p>Curriculum Expectation (CE) MY% to EoY%; SW average 55% Y1 +14%; Y2 +22%; Y3 +20% Y4 +29%; Y5 +26%; Y6 +15% Y7 +29%; Y8 +25%</p> <p>2024 same cohort % parity increase from MY to EoY: Y1 +10%; Y2 +24%; Y3 +19% Y4 +33%; Y5 +25%; Y6 +15% Y7 +27%; Y8 +26%</p> <p>Māori +15% across levels Tongan +28% across levels Males Y1 +100%; Y5 +67% Females Y4 +34%; Y7 +30%</p>	<p>*Turnover of staff, loss of institutional knowledge & experience in former PLD; over reliance on one mathematical approach rather than a balance of effective approaches; clearer scope & sequence of teaching; need to increase ākongā voice & agency. After de-implementation of non-impactful initiatives, introduced and implemented <i>The Learner First</i> (TLF) Collaborative School Cluster PLD, and PLC in-house workshops</p> <p>*Attendance – above</p> <p>2025 introduce Oxford resources as a support; PAT Y3 Maths assessment and analysis</p>	<p>*Above. Target mathematics to increase ākongā success specifically Y4, 5, 8 cohorts in 2024</p> <p>Enter 2nd year of partnership with Principals and Schools via a 2023 established <i>Maths Collaborative Cluster</i> with external PLD from Rob Proffitt-White (<i>The Learner First TLF</i>) reinforced with internal PLD, Curriculum Days; reinforce implementation of balanced programmes (TLF components), effective planning from the refreshed Math/Statistics Curriculum</p>
<p>EVIDENCE:</p>	<ul style="list-style-type: none"> - Kaiako and leadership overall professional Curriculum judgments; PLC and Team hui conversations; Team Leaders and SLT mentoring - Rapid Routine snapshot lessons Y1-8; GLOSS maths test (Y4-8), Junior Assessment Maths (JAM) test (Y1-3), PAT Maths Y4-8 - Individual and Team feedback sessions; Kaiako lesson modelling books (formative assessment notes) 		

EVALUATION & ANALYSIS OF VISCOUNT SCHOOL ĀKONGA PROGRESS & ACHIEVEMENT

School-wide Literacy and Mathematics/Statistics

- Progress and achievement reported at Board meetings. Refer to 2024 Strategic/Annual Plan and above Variance Statement
- Successful completion of 1st year of Accelerating Literacy Learning (ALL) Project MoE funded PLD with a specific and major school-wide focus on reading. A wealth of culturally relevant MoE reading texts for English Medium and our Multi-lingual learners' class received appropriate for ākonga engagement during reading lessons
- Successful completion of 1st year of *The Learner First* PLD with external facilitators via Principal established Collaborative Cluster (of Schools), focusing on trialing of *Rich Routines*; positive uptake of PLD with Kaiako; PLD having positive impact on class planning and delivery of lessons with ākonga and their enjoyment

Reading / Pānui

- Refer to 2024 Strategic/Annual Implementation Plan and above Variance Statement. Across the year, the trend shows a reduction of the number of ākonga not yet at Curriculum Expectation to At/Beyond Curriculum Level/Expectation (CE). Global School wide outcomes Start of Year (SoY) show 29% At/Beyond CE to 94% End of Year (EoY) range. Females outperform males by a small %

Writing / Tuhituhi

- Refer to 2024 Strategic/Annual Implementation Plan and above Variance Statement. Across the year, the trend shows a reduction of the number of ākonga Below CE to At and/or Beyond CE. Global School wide outcomes SoY show 27% At/Beyond CE to 57% EoY range. Females outperform males by a small %

Mathematics / Pāngarau

- Refer to 2024 Strategic/Annual Implementation Plan and above Variance Statement. Across the year, the trend shows the need to increase parity across all year levels i.e., reduce number of ākonga Below CE to At and/or Beyond CE. Global School wide outcomes MY show 14% At/Beyond CE to 29% EoY. Across the levels 55% achieved At/Beyond CE. Number of females and males perform near equally at EoY

Te Ao Māori, Te Reo Māori

- Refer to 2024 Strategic/Annual Implementation Plan and Principal's Reports to the Board. The School utilised for the first time, the Te Puna Reo online resource site. Te Reo Māori, kawa and tikanga, not foregrounded in School wide daily operations previously, but this PLD rauemi site has helped launch Kaiako learning/reo journey. Implementation of daily Karakia tīmatanga, Karakia whakamutunga; Karakia kai, in class and Team Assemblies; reinstated School Assemblies to incorporate Karakia, National Anthem, and to welcome new students and whānau. Kaiako development of basic verbal commands and greetings. Engagement with local School and mana whenua reps to correct and develop localised School pepeha and introduce refreshed new 3 Values KAIRANGI, MANAAKITANGA, WHANAUNGATANGA; review of School wide expectations *Positive Culture for Learning* (PC4L) matrix to be more holistic, and ākonga Certificates; the 3 Values foregrounded in planning and teaching as well as increasing ngā kupu word banks for ākonga learning; building knowledge of whakataukī in weekly staff PLC/PLD sessions. The Principal completed Level 4 of *Te Ahu o te Reo Māori* (no longer MoE funded PLD). Celebration of te reo Māori language weeks/community assembly, and significance of Matariki with ākonga and whānau

Science, Social Science, Technology, Health Curriculum - Viscount Theme Google Site

- Refer to 2024 Strategic/Annual Plan and Principal's Reports to the Board. Former external Local Curriculum PLD provider development of Theme Studies Overview, came to an end. Principal to review current Google Site and create a new Student Inquiry Learning site to support Kaiako planning and teaching of student inquiry units, foregrounding local histories and ākongā cultural heritage (rich and relevant teaching and learning experiences)

Cultural Celebrations | Performing Arts

- Successful celebration of ākongā languages with Kaiako and community e.g., assemblies

Toi Ataata | Visual Arts

- Refer to 2024 Strategic/Annual Plan and Principal's Reports to the Board. 2023 appointed Art Teacher delivered Y1-8 art lessons. Key features were Pacific heritage patterns/symbols, Kaiwhare, Matariki stars, sculpture and printing. Art Club during break times enjoyed by the ākongā

Health/PE and Sports

- Positive participation in Cluster sports. In-school leadership distribution to ensure PE/Sports coordinator role supported. Consider purposeful engagement in informal sports exchange with local Intermediate to support the School's Y7/8 students competitive skills with a wider range of senior cohorts. Review number of sports codes to engage. Review the delivery of in-school PE lessons. Consult with community in 2025 for Health/PE Curriculum review and development of Delivery Statement (approved by the Board)

HOW WE GIVE EFFECT TO TE TIRITI O WAITANGI

Number 1 School Policy, including feedback on Policy review each Term i.e., SchoolDocs Policies (available online via Viscount School website new in 2024)

Partnership

- Whaanau and Kaiako Kōrero Hui start of year (goal-setting) and midyear (progress) and end of year Reports (reviewed and updated to provide whānau with further Curriculum and attendance information); engagement with mana whenua reps to refresh and implement 3 new Values; stage 1 of new build review incorporated mana whenua feedback from previous hui to exemplify significance of local narratives/ngā manu; Board Member Representation; Board Hui protocol e.g., Karakia tiimatanga and whakamutunga; NELP, Ka Hikitia and Tau Mai te Reo in Strategic/Annual Implementation Plans

Protection

- Actively front and remove any racism or stigmatism that arises; reinforcing and foregrounding the School's 3 localised Values in the life of the School and in relationships with kaimahi, ākonga and parents/whānau; Staff te Ao Maaori and te reo Maaori PLD (Te Puna Reo) and culturally responsive teaching practice; Whaanau engagement with the life of the School e.g., events/activities/trips/in-class volunteers; PC4L learning-focussed relationship-based expectations

Participation

- Whaanau Kōrero hui with Kaiako, ākonga present due for review and redevelopment in 2025; review and development of Curriculum content for Kaiako Theme planning and teaching; engagement with mana whenua reps to correct and implement localised School Pepeha and new School Values

Summary statement for 2025 planning

- That the Board supports the 2024 internal review and development to improve ākonga engagement, progress and achievement through the 2025 Strategic Plan priorities/goals and Annual Implementation Plan (AIP)
- Increase fidelity effective literacy practice in reading/pānui with a strong underpinning of oral language/vocab/phonics development
- Continue development of critical thinking in literacy and mathematics/pāngarau teaching/learning, with strong oral language underpinning
- Implementation of the MoE funded PLD interventions in literacy reading (ALL Project if approved), Assessment for Learning (AfL); School funded mathematics | pāngarau *TLF Collaborative Cluster* initiative that aligns with the refreshed Mathematics and Statistics Curriculum, and development of effective Kaiako planning and flexible/inclusive assessment tasks
- Further develop foundation literacy learning and English acquisition for multi-lingual students (ESOL funded)
- Continue with in-school leadership development with targeted in-house and externally led PLD via Kaiako PLCs and mentoring/coaching sessions
- Continue engagement in NZC English and Mathematics/Statistics refresh PLD to inform culturally responsive teaching practice having positive impact on ākonga outcomes

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes. The Board completed its ERO Board Assurance Self-Audit documentation for ERO Evaluation Partner midyear 2024. Report published, BAS compliant
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes. It is recorded in our School Policies of SchoolDocs
How do you practise impartial selection of suitably qualified persons for appointment?	We follow our appointments policy and process, including referee and safety checks
How are you recognising, the aims and aspirations of Māori, the employment requirements of Māori, and greater involvement of Māori in the Education service?	Our appointment process is open to and supports applicants who identify as Māori and/or Māori heritage. Including the use of Te reo me ngā tikanga during interviews Staff are encouraged and supported to follow their aspirations in all areas of the School (includes application for annual Fixed Term Units). They have a voice in the direction of the School through positions of responsibility and consultation Māori and non-Māori staff support the growth and normalisation of Te Reo and Kaiako Māori
How have you enhanced the abilities of individual employees?	We have a comprehensive internal and externally delivered PLD programme for all staff
How are you recognising the employment requirements of women?	Females have access to relevant/similar opportunities as males (refer to relevant Collective Agreements)
How are you recognising the employment requirements of persons with disabilities?	The School supports any staff with disabilities or environmental needs. Currently this includes modified furniture and allowance for hearing and or vision

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

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

FINANCIAL STATEMENTS

Following the completion of the 2024 Annual Financials with Schooled (formerly CES), 'Audit NZ' will complete the Annual Audit in 2025: refer to Audit NZ documentation. NB The Board received an apology letter from the Office of the Auditor-General as they are late in completing the Audit Report even though the School provided the draft financial statements for audit on time, as well as all information and assistance requested. Once we receive the 2024 Audit this information will be added:

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the School Board is responsible for the preparation and accuracy of the financial statements and states that the School Board has established and maintained a system of internal control to safeguard the assets of the School.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the School over the financial year. It shows whether the School has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the School, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the School owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the School over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's Report signed and dated

This Report is prepared by the auditor of the School and must be included in the Annual Report. It provides an opinion to the readers of the Annual Report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the School.

KIWISPORT FUNDING STATEMENT

The KiwiSport funding does not form part of the financial statements. It should be shown as a separate statement within the Annual Report.

KiwiSport funding is a Government initiative that promotes sport and aims to increase opportunities for ākonga engagement in sports activities. The Ministry of Education (MoE) funding for 2024 to the School's Operation Grant was \$8161. Expenditure included sports equipment upgrade, sports team fees, and sports team transport to events. Various sports were offered throughout the year with high levels of participation.



Viscount School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1546
Principal:	Dr Deanna Johnston
School Address:	65 Viscount Street, Māngere, Auckland 2022
School Phone:	09 275 4699
School Email:	admin@viscount.school.nz
Accountant / Service Provider:	Schooled Limited

Viscount School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expires
Tinei Tagaloa-Leniu	Presiding Member	Elected	September 2025
Dr Deanna Johnston	ex Officio January 2024		
Olivine Lealiifano	Parent Representative	Elected	September 2025
Juliet King	Parent Representative	Elected	September 2025
Joshua Tomuli	Parent Representative	Elected	September 2025
Solomon Hauaga	Parent Representative	Co-opted	September 2025
Jan Sila'ila'i	Staff Representative	Elected	September 2025

VISCOUNT SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Viscount 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.

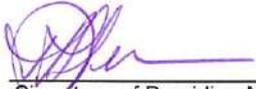
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Timei Tagaloa-Leni

Full Name of Presiding Member



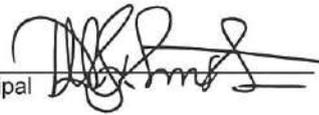
Signature of Presiding Member

6.3.26

Date:

Dr Deanna Johnston

Full Name of Principal



Signature of Principal

06/03/2026

Date:

Viscount School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	6,373,514	4,736,521	6,285,490
Locally Raised Funds	3	12,250	6,000	109,078
Interest		54,572	20,000	34,154
Total Revenue		6,440,336	4,762,521	6,428,722
Expense				
Locally Raised Funds	3	32,375	50,000	136,381
Learning Resources	4	3,781,466	3,240,021	4,151,134
Administration	5	970,317	337,650	1,052,027
Interest		2,332	-	1,483
Property	6	1,212,159	1,160,347	1,263,711
Loss on Disposal of Property, Plant and Equipment		-	-	288
Total Expense		5,998,649	4,788,018	6,605,024
Net Surplus / (Deficit) for the year		441,687	(25,497)	(176,302)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		441,687	(25,497)	(176,302)

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

Viscount School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,420,301	1,420,301	1,557,905
Total comprehensive revenue and expense for the year		441,687	(25,497)	(176,302)
Contributions from the Ministry of Education		47,516	-	38,698
Equity at 31 December		1,909,504	1,394,804	1,420,301
Accumulated comprehensive revenue and expense		1,909,504	1,394,804	1,420,301
Equity at 31 December		1,909,504	1,394,804	1,420,301

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.

Viscount School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	606,034	748,121	466,135
Accounts Receivable	8	334,102	289,696	289,696
GST Receivable		-	45,975	45,975
Prepayments		30,303	31,911	31,911
Inventories	9	10,351	2,635	2,635
Investments		1,043,378	176,449	176,449
Funds Receivable for Capital Works Projects	16	45,334	-	193,082
		<u>2,069,502</u>	<u>1,294,787</u>	<u>1,205,883</u>
Current Liabilities				
GST Payable		33,594	-	-
Accounts Payable	12	346,413	535,487	535,487
Revenue Received in Advance	13	-	7,925	7,925
Provision for Cyclical Maintenance	14	34,992	124,925	-
Finance Lease Liability	15	17,432	16,528	7,799
Funds held for Capital Works Projects	16	407,893	-	7,800
		<u>840,324</u>	<u>684,865</u>	<u>559,011</u>
Working Capital Surplus/(Deficit)		1,229,178	609,922	646,872
Non-current Assets				
Property, Plant and Equipment	11	981,538	1,014,452	1,049,825
		<u>981,538</u>	<u>1,014,452</u>	<u>1,049,825</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	276,038	197,186	272,111
Finance Lease Liability	15	25,174	32,384	4,285
		<u>301,212</u>	<u>229,570</u>	<u>276,396</u>
Net Assets		<u>1,909,504</u>	<u>1,394,804</u>	<u>1,420,301</u>
Equity		<u>1,909,504</u>	<u>1,394,804</u>	<u>1,420,301</u>

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

Viscount School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,813,798	1,454,381	1,676,305
Locally Raised Funds		(24,577)	8,254	112,178
Goods and Services Tax (net)		79,569	(27,975)	(25,213)
Payments to Employees		(657,268)	(702,354)	(912,690)
Payments to Suppliers		(720,710)	(438,834)	(697,464)
Interest Paid		(2,332)	-	(1,483)
Interest Received		38,920	20,319	33,499
Net cash from/(to) Operating Activities		527,400	313,791	185,132
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(102,934)	(53,277)	(113,180)
Purchase of Investments		(866,929)	60,118	-
Proceeds from Sale of Investments		-	-	433,701
Net cash from/(to) Investing Activities		(969,863)	6,841	320,521
Cash flows from Financing Activities				
Contributions from Ministry of Education		47,516	(38,698)	38,698
Finance Lease Payments		(12,994)	20,052	(3,007)
Funds Administered on Behalf of Other Parties		547,840	(20,000)	(132,174)
Net cash from/(to) Financing Activities		582,362	(38,646)	(96,483)
Net increase/(decrease) in cash and cash equivalents		139,899	281,986	409,170
Cash and cash equivalents at the beginning of the year	7	466,135	466,135	56,965
Cash and cash equivalents at the end of the year	7	606,034	748,121	466,135

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.

Viscount School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Viscount 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 21.

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) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

h) 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.

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 intended use.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	3 - 10 years
Information and Communication Technology	2 – 5 years
Motor Vehicles	10 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 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.

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.

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 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.

m) 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.

n) 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.

o) 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.

p) 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.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,815,282	1,496,474	1,717,329
Teachers' Salaries Grants	3,079,714	2,500,000	3,165,209
Use of Land and Buildings Grants	824,391	735,047	735,047
Ka Ora, Ka Ako - Healthy School Lunches Programme	654,127	-	659,401
Other Government Grants	-	5,000	8,504
	<u>6,373,514</u>	<u>4,736,521</u>	<u>6,285,490</u>

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	1,102	-	41,302
Fees for Extra Curricular Activities	3,218	-	7,227
Trading	6,053	5,000	56,539
Fundraising and Community Grants	-	1,000	535
Other Revenue	1,877	-	3,475
	<u>12,250</u>	<u>6,000</u>	<u>109,078</u>
Expense			
Extra Curricular Activities Costs	12,211	20,000	63,472
Trading	20,164	30,000	65,086
Fundraising and Community Grant Costs	-	-	7,823
	<u>32,375</u>	<u>50,000</u>	<u>136,381</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>(20,125)</u>	<u>(44,000)</u>	<u>(27,303)</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	37,523	39,361	55,545
Information and Communication Technology	59,413	60,000	70,709
Employee Benefits - Salaries	3,426,544	2,886,260	3,715,988
Staff Development	17,724	24,000	45,659
Depreciation	214,735	200,000	224,742
Other Learning Resources	25,527	30,400	38,491
	<u>3,781,466</u>	<u>3,240,021</u>	<u>4,151,134</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees			
Fees to Audit NZ for 2024 Financial Statements	12,880	9,000	-
Fees to BDO for 2023 Financial Statements	946	-	8,555
Board Fees and Expenses	9,737	11,000	8,091
Other Administration Expenses	35,816	42,150	61,413
Employee Benefits - Salaries	220,388	242,500	283,740
Insurance	22,929	23,000	20,132
Service Providers, Contractors and Consultancy	13,494	10,000	10,695
Ka Ora, Ka Ako - Healthy School Lunches Programme	654,127	-	659,401
	<u>970,317</u>	<u>337,650</u>	<u>1,052,027</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	83,257	83,300	87,422
Cyclical Maintenance	59,205	50,000	41,871
Heat, Light and Water	62,415	52,000	77,014
Repairs and Maintenance	58,409	92,000	159,278
Use of Land and Buildings	824,391	735,047	735,047
Employee Benefits - Salaries	73,074	80,000	90,789
Other Property Expenses	51,408	68,000	72,290
	<u>1,212,159</u>	<u>1,160,347</u>	<u>1,263,711</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	606,034	748,121	466,135
Cash and cash equivalents for Statement of Cash Flows	<u>606,034</u>	<u>748,121</u>	<u>466,135</u>

Of the \$606,034 Cash and Cash Equivalents, \$407,893 is held by the School on behalf of the Ministry of Education - see note 16. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	44,944	17,746	8,117
Receivables from the Ministry of Education	3,188	-	9,629
Interest Receivable	20,333	4,681	4,681
Teacher Salaries Grant Receivable	265,637	267,269	267,269
	<u>334,102</u>	<u>289,696</u>	<u>289,696</u>
Receivables from Exchange Transactions	65,277	22,427	22,427
Receivables from Non-Exchange Transactions	268,825	267,269	267,269
	<u>334,102</u>	<u>289,696</u>	<u>289,696</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	10,351	2,635	2,635
	<u>10,351</u>	<u>2,635</u>	<u>2,635</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	1,043,378	176,449	176,449
Total Investments	<u>1,043,378</u>	<u>176,449</u>	<u>176,449</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	179,466	-	-	-	(9,384)	170,082
Furniture and Equipment	625,838	41,224	-	-	(105,322)	561,740
Information and Communication Technology	158,381	56,571	-	-	(71,530)	143,422
Motor Vehicles	26,518	-	-	-	(4,085)	22,433
Leased Assets	17,524	44,627	-	-	(18,648)	43,503
Library Resources	42,098	4,487	(461)	-	(5,766)	40,358
	<u>1,049,825</u>	<u>146,909</u>	<u>(461)</u>	<u>-</u>	<u>(214,735)</u>	<u>981,538</u>

The net carrying value of furniture and equipment held under a finance lease is \$43,503 (2023: \$17,524)

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 \$
Building Improvements	360,081	(189,999)	170,082	360,081	(180,615)	179,466
Furniture and Equipment	1,109,060	(547,320)	561,740	1,067,836	(441,998)	625,838
Information and Communication Technology	493,105	(349,683)	143,422	436,533	(278,152)	158,381
Motor Vehicles	72,303	(49,870)	22,433	72,303	(45,785)	26,518
Leased Assets	91,199	(47,696)	43,503	47,683	(30,159)	17,524
Library Resources	136,713	(96,355)	40,358	133,690	(91,592)	42,098
	<u>2,262,461</u>	<u>(1,280,923)</u>	<u>981,538</u>	<u>2,118,126</u>	<u>(1,068,301)</u>	<u>1,049,825</u>

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	52,469	228,248	228,248
Accruals	12,880	7,564	7,564
Employee Entitlements - Salaries	265,637	281,989	281,989
Employee Entitlements - Leave Accrual	15,427	17,686	17,686
	<u>346,413</u>	<u>535,487</u>	<u>535,487</u>
Payables for Exchange Transactions	346,413	535,487	535,487
	<u>346,413</u>	<u>535,487</u>	<u>535,487</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	7,925	7,925
	<u>-</u>	<u>7,925</u>	<u>7,925</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	272,111	272,111	244,237
Increase to the Provision During the Year	59,205	174,925	41,871
Use of the Provision During the Year	(20,286)	(124,925)	(13,997)
Provision at the End of the Year	<u>311,030</u>	<u>322,111</u>	<u>272,111</u>
Cyclical Maintenance - Current	34,992	124,925	-
Cyclical Maintenance - Non current	276,038	197,186	272,111
	<u>311,030</u>	<u>322,111</u>	<u>272,111</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. A full assessment of the cyclical maintenance requirement was not conducted in 2024. The current provision is based on previous years estimates adjusted by an inflation factor of 5%.

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	19,608	16,528	8,475
Later than One Year and no Later than Five Years	29,783	32,384	4,580
Future Finance Charges	(6,785)	-	(971)
	<u>42,606</u>	<u>48,912</u>	<u>12,084</u>
Represented by			
Finance lease liability - Current	17,432	16,528	7,799
Finance lease liability - Non current	25,174	32,384	4,285
	<u>42,606</u>	<u>48,912</u>	<u>12,084</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	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 3 Water Tightness	(34,460)	-	-	-	(34,460)
Artificial Turf	7,800	-	-	-	7,800
Block 3 Mould Decontamination	(158,622)	230,000	(82,252)	-	(10,874)
Watermain Replacement	-	60,947	(2,498)	-	58,449
Block 3 Lifecycle Replacement #248995	-	289,082	(10,181)	-	278,900
Block 2 Roof & Gutters #249579	-	66,372	(3,628)	-	62,744
Totals	(185,282)	646,401	(98,560)	-	362,559

Represented by:

Funds Held on Behalf of the Ministry of Education	407,893
Funds Receivable from the Ministry of Education	(45,334)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 3 Water Tightness	(34,460)	-	-	-	(34,460)
Artificial Turf	(1,235)	9,035	-	-	7,800
Block 1&2 Water Damage	(8)	-	-	8	-
Burst Water Pipe and Hall Flooding	18,127	-	(18,127)	-	-
Block 3 Mould Decontamination	-	-	(158,622)	-	(158,622)
Asbestos Project	(2,676)	-	-	2,676	-
Windows Hall, Rm 11,15	(21,852)	-	-	21,852	-
LSC Office Refurbishment	765	-	(765)	-	-
5YA	(11,769)	6,795	-	4,974	-
Totals	(53,108)	15,830	(177,514)	29,510	(185,282)

Represented by:

Funds Held on Behalf of the Ministry of Education	7,800
Funds Receivable from the Ministry of Education	(193,082)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2024	2023
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,020	3,850
<i>Leadership Team</i>		
Remuneration	546,299	585,326
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>549,319</u>	<u>589,176</u>

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

Principal 1

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

	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	-
Benefits and Other Emoluments	0 - 10	-

Principal 2

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

	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	220 - 230

Other Employees

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

Remuneration	2024	2023
\$000	FTE Number	FTE Number
100 - 110	9	4
110 - 120	2	2
120 - 130	2	1
	<u>13</u>	<u>7</u>

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	-	-
Number of People	-	-

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

At 31 December 2024, the Board had capital commitments of \$407,893 (2023:\$165,871) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Watermain Replacement	58,449
Block 3 Lifecycle Replacement #248995	278,900
Block 2 Roof & Gutters #249579	62,744
Artificial Turf	7,800
Total	<u>407,893</u>

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

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts.

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	606,034	748,121	466,135
Receivables	334,102	289,696	289,696
Investments - Term Deposits	1,043,378	176,449	176,449
Total financial assets measured at amortised cost	<u>1,983,514</u>	<u>1,214,266</u>	<u>932,280</u>

Financial liabilities measured at amortised cost

Payables	346,413	535,487	535,487
Finance Leases	42,606	48,912	12,084
Total financial liabilities measured at amortised cost	<u>389,019</u>	<u>584,399</u>	<u>547,571</u>

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 Viscount School's financial statements for the year ended 31 December 2024

The Auditor-General is the auditor of Viscount School (the School). The Auditor-General has appointed me, Sefton Vuli, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the School on pages 2 to 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.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 6 March 2026. This is the date at which our opinion is expressed.

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 audit 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 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 the Board intends to close or merge the School, or has 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 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 included in the Board's Annual Report

The Board is required to prepare an Annual Report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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 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)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

A handwritten signature in blue ink, appearing to be 'S. Vuli', written in a cursive style.

Sefton Vuli
Audit New Zealand
On behalf of the Auditor-General
Wellington, New Zealand