

Pine Hill
School Est. 1872
'Reaching for the Top!'

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3801
Principal: Melissa Ward
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

PINE HILL SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Pine Hill 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.

Amie Hawkins
Full Name of Presiding Member


Signature of Presiding Member

28/04/2025
Date:

Melissa Ward
Full Name of Principal


Signature of Principal

28/04/2025
Date:

Pine Hill School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Amie Hawkins	Presiding Member	Elected	Jun 2025
Melissa Ward	Principal	ex Officio	
Janine Little	Parent Representative	Elected	Jun 2025
Garthruth Ganaii	Parent Representative	Selected	Jun 2025
Fadi Matar	Parent Representative	Elected	Oct 2026
Stephanie Bryan	Parent Representative	Selected	Oct 2026
Scott Lane	Staff Representative	Elected	Oct 2026

Pine Hill School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	716,317	575,577	609,971
Locally Raised Funds	3	20,064	8,700	19,657
Interest		6,818	4,000	2,927
Total Revenue		743,199	588,277	632,555
Expense				
Locally Raised Funds	3	4,276	1,560	3,436
Learning Resources	4	407,496	311,359	350,433
Administration	5	114,174	113,059	97,364
Interest		633	-	696
Property	6	175,082	168,939	163,581
Loss on Disposal of Property, Plant and Equipment		-	-	550
Total Expense		701,661	594,917	616,060
Net Surplus / (Deficit) for the year		41,538	(6,640)	16,495
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		41,538	(6,640)	16,495

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

Pine Hill 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		41,523	41,523	25,028
Total comprehensive revenue and expense for the year		41,538	(6,640)	16,495
Contribution - Furniture and Equipment Grant		1,922	-	-
Equity at 31 December		84,983	34,883	41,523
Accumulated comprehensive revenue and expense		84,983	34,883	41,523
Equity at 31 December		84,983	34,883	41,523

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.

Pine Hill School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	145,062	148,598	123,698
Accounts Receivable	8	27,697	314,015	314,015
GST Receivable		9,535	-	-
Prepayments		5,686	9,778	9,778
Funds Receivable for Capital Works Projects	14	5,306	-	-
		193,286	472,391	447,491
Current Liabilities				
GST Payable		-	29,321	29,321
Accounts Payable	10	60,049	68,081	68,081
Revenue Received in Advance	11	-	593	593
Provision for Cyclical Maintenance	12	23,420	27,713	7,093
Finance Lease Liability	13	2,701	2,171	2,171
Funds held for Capital Works Projects	14	16,131	280,384	280,384
		102,301	408,263	387,643
Working Capital Surplus		90,985	64,128	59,848
Non-current Assets				
Property, Plant and Equipment	9	61,030	50,333	63,834
		61,030	50,333	63,834
Non-current Liabilities				
Provision for Cyclical Maintenance	12	63,625	74,739	77,320
Finance Lease Liability	13	3,407	4,839	4,839
		67,032	79,578	82,159
Net Assets		84,983	34,883	41,523
Equity		84,983	34,883	41,523

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

Pine Hill School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		261,059	183,577	154,864
Locally Raised Funds		19,510	8,700	19,486
International Students		-	-	-
Goods and Services Tax (net)		(38,856)	-	34,239
Payments to Employees		(78,771)	(69,800)	(52,211)
Payments to Suppliers		(114,974)	(97,578)	(120,803)
Interest Paid		(633)	-	(696)
Interest Received		6,818	4,000	2,927
Net cash from Operating Activities		54,153	28,899	37,806
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(13,212)	(3,999)	(13,478)
Net cash (to) Investing Activities		(13,212)	(3,999)	(13,478)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,922	-	-
Finance Lease Payments		(1,944)	-	(2,749)
Funds Administered on Behalf of Other Parties		(19,555)	-	66,700
Net cash (to)/from Financing Activities		(19,577)	-	63,951
Net (decrease)/increase in cash and cash equivalents		21,364	24,900	88,279
Cash and cash equivalents at the beginning of the year	7	123,698	123,698	35,419
Cash and cash equivalents at the end of the year	7	145,062	148,598	123,698

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.

Pine Hill School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Pine Hill 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

1.2. 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 expenditure 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 12.

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 9.

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 13. Future operating lease commitments are disclosed in note 19b.

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.

1.3. 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 to which they relate. 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 to which 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 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

1.9. 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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

1.10. 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.

1.11. 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, 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.

1.12. Revenue Received in Advance

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

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

1.13. Funds Held in Trust

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

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

1.14. 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.

1.15. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

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

1.17. 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.

1.18. Budget Figures

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

1.19. 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	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Government Grants - Ministry of Education	234,753	197,577	194,912
Teachers' Salaries Grants	320,471	228,000	274,995
Use of Land and Buildings Grants	109,511	100,000	100,293
Ka Ora, Ka Ako - Healthy School Lunches Programme	47,038	50,000	39,771
Other Government Grants	4,544	-	-
	<u>716,317</u>	<u>575,577</u>	<u>609,971</u>

3. Locally Raised Funds

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

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Revenue			
Donations and Bequests	5,714	3,000	2,656
Fees for Extra Curricular Activities	2,010	1,200	1,596
Trading	2,269	150	416
Fundraising and Community Grants	4,298	2,350	6,586
Other Revenue	5,773	2,000	8,403
	<u>20,064</u>	<u>8,700</u>	<u>19,657</u>
Expenses			
Extra Curricular Activities Costs	2,343	1,350	1,751
Trading	1,870	50	1,553
Fundraising and Community Grant Costs	63	160	132
	<u>4,276</u>	<u>1,560</u>	<u>3,436</u>
<i>Surplus for the year Locally raised funds</i>	<u>15,788</u>	<u>7,140</u>	<u>16,221</u>

4. Learning Resources

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Curricular	23,441	12,759	17,422
Information and Communication Technology	1,727	700	1,077
Employee Benefits - Salaries	362,867	278,800	312,546
Staff Development	820	1,400	1,452
Other Learning Resources	84	200	9
Depreciation	18,557	17,500	17,927
	<u>407,496</u>	<u>311,359</u>	<u>350,433</u>

5. Administration

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Audit Fees	7,729	4,244	4,244
Board Fees and Expenses	2,862	4,160	2,594
Operating Leases	641	2,550	910
Ka Ora, Ka Ako - Healthy School Lunches Programme	47,038	50,000	39,771
Other Administration Expenses	18,827	17,450	14,571
Employee Benefits - Salaries	26,263	24,000	25,802
Insurance	5,960	6,000	5,049
Service Providers, Contractors and Consultancy	4,854	4,655	4,423
	<u>114,174</u>	<u>113,059</u>	<u>97,364</u>

6. Property

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Consultancy and Contract Services	15,209	18,000	14,212
Cyclical Maintenance	19,253	18,039	18,128
Adjustment to the Provision- Other Adjustments	(8,534)	-	1,923
Heat, Light and Water	7,487	8,600	5,881
Rates	4,692	3,500	4,114
Repairs and Maintenance	7,179	4,700	5,963
Use of Land and Buildings	109,511	100,000	100,293
Other Property Expenses	11,593	7,100	8,124
Employee Benefits - Salaries	8,692	9,000	4,943
	175,082	168,939	163,581

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

7. Cash and Cash Equivalents

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Bank Accounts	145,062	148,598	123,698
Cash and Cash Equivalents for Statement of Cash Flows	145,062	148,598	123,698

Of the \$145,062 Cash and Cash Equivalents, \$34,526 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Receivables	15	171	171
Receivables from the Ministry of Education	3,898	291,042	291,042
Teacher Salaries Grant Receivable	23,784	22,802	22,802
	27,697	314,015	314,015
Receivables from Exchange Transactions	15	171	171
Receivables from Non-Exchange Transactions	27,682	313,844	313,844
	27,697	314,015	314,015

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	7,765	-	-	-	(1,415)	6,350
Furniture and Equipment	32,242	3,566	-	-	(7,218)	28,590
Information and Communication Technology	11,830	9,542	-	-	(6,312)	15,060
Leased Assets	6,773	1,831	-	-	(2,857)	5,747
Library Resources	5,224	814	-	-	(755)	5,283
Balance at 31 December 2024	63,834	15,753	-	-	(18,557)	61,030

The net carrying value of furniture and equipment held under a finance lease is \$5,747 (2023: \$6,773)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	89,113	(82,763)	6,350	89,113	(81,348)	7,765
Furniture and Equipment	90,212	(61,622)	28,590	86,646	(54,404)	32,242
Information and Communication Technology	94,719	(79,659)	15,060	85,176	(73,346)	11,830
Leased Assets	11,225	(5,478)	5,747	9,394	(2,621)	6,773
Library Resources	31,533	(26,250)	5,283	30,719	(25,495)	5,224
Balance at 31 December	316,802	(255,772)	61,030	301,048	(237,214)	63,834

10. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	27,544	24,623	24,623
Accruals	7,729	4,244	4,244
Banking Staffing Overuse	100	14,000	14,000
Employee Entitlements - Salaries	24,023	24,673	24,673
Employee Entitlements - Leave Accrual	653	541	541
	60,049	68,081	68,081
Payables for Exchange Transactions	60,049	68,081	68,081
	60,049	68,081	68,081

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	593	593
	-	593	593

12. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	84,413	84,413	90,668
Increase to the Provision During the Year	19,253	18,039	18,128
Use of the Provision During the Year	(8,087)	-	(26,306)
Other Adjustments	(8,534)	-	1,923
Provision at the End of the Year	87,045	102,452	84,413
Cyclical Maintenance - Current	23,420	27,713	7,093
Cyclical Maintenance - Non current	63,625	74,739	77,320
	87,045	102,452	84,413

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

13. 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	3,100	2,666	2,666
Later than One Year and no Later than Five Years	3,658	5,365	5,365
Future Finance Charges	(650)	(1,021)	(1,021)
	<u>6,108</u>	<u>7,010</u>	<u>7,010</u>
Represented by:			
Finance lease liability - Current	2,701	2,171	2,171
Finance lease liability - Non-current	3,407	4,839	4,839
	<u>6,108</u>	<u>7,010</u>	<u>7,010</u>

14. 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 1 Fitout and Relocation RTLB - 244799	280,384	468,980	(733,233)	-	16,131
Exterior Door Storm Damage -244934	-	6,917	(6,917)	-	-
Staff Toilet Plumbing -251253	-	-	(5,306)	-	(5,306)
Totals	<u>280,384</u>	<u>475,897</u>	<u>(745,456)</u>	<u>-</u>	<u>10,825</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	16,131
Funds Receivable from the Ministry of Education	(5,306)

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
2023 Drainage	-	6,028	(6,028)	-	-
Block 1 Fitout and Relocation RTLB - 244799	-	310,850	(30,466)	-	280,384
Tree Removal Project - 241283	-	14,204	(14,204)	-	-
Totals	<u>-</u>	<u>331,082</u>	<u>(50,698)</u>	<u>-</u>	<u>280,384</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	280,384
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15. 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.

16. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members and the Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,745	2,195
<i>Leadership Team</i>		
Remuneration	135,072	127,325
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	137,817	129,520

There are 6 members of the Board excluding the Principal. The Board had 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

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	0 - 0	0 - 0

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	-	-
	-	-

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

17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. 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.

19. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$51,174 (2023:\$333,167) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Block 1 Fitout & Relocation RTLB - 244799	\$ 51,174
Total	51,174

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 14.

(b) Operating Commitments

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

(Operating commitments at 31 December 2023: nil)

20. 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	145,062	148,598	123,698
Receivables	27,697	314,015	314,015
Total Financial assets measured at amortised cost	172,759	462,613	437,713

Financial liabilities measured at amortised cost

Payables	60,049	68,081	68,081
Finance Leases	6,108	7,010	7,010
Total Financial liabilities measured at amortised Cost	66,157	75,091	75,091

21. Events After Balance Date

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

Pine Hill School

Annual Report 2024



Pine Hill
School

Est. 1872

'Reaching for the Top!'

AIMING HIGH

RESPECT

RESPONSIBILITY

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Analysis of Variance 2024

School Name:	Pine Hill School Dunedin	School Number:	3801
Strategic Aim:	All students progressing and achieving as part of a community of learners		
Annual Aim:	<ol style="list-style-type: none"> 1. To have all students make progress in their reading for the period January – December 2024 2. To have all students make progress in their writing for the period January – December 2024 3. To have all students make progress in their maths for the period January – December 2024 		
Targets 2024:	<p><u>Reading Targets</u></p> <p><i>a. That 70% (5/8) of females working towards the expected curriculum level, will be working at or above the expected level by December 2024</i></p> <p><u>Writing Targets</u></p> <p><i>a. That 70% (8/12) of students working towards the expected curriculum level, will be working at or above the expected level by December 2024</i></p> <p><u>Maths Targets</u></p> <p><i>a. That 70% (8/12) of students working towards the expected curriculum level will be working at or above the expected level by December 2024</i></p>		
Baseline Data (2023):	<p><u>2023 Reading</u></p> <p>- Eight females from year 1-6 were working towards their expected curriculum level in reading</p>		

	<p><u>2023 Writing</u></p> <ul style="list-style-type: none"> - Twelve students from year 1-6 were working towards their expected curriculum level in writing <p><u>2023 Maths</u></p> <ul style="list-style-type: none"> - Twelve students from year 1-6 were working towards their expected curriculum level in maths 	
Actions <i>What did we do?</i>	Outcomes <i>What Happened</i>	Reasons for Variance <i>Why did it happen?</i>
<p><u>READING TARGET</u></p> <ul style="list-style-type: none"> • Two classrooms operating for 2024 which allowed small class sizes. Junior Learning Team had two teachers from August. • Structured Literacy approach used across the school - BSLA in Junior classroom, iDeaL approach in Senior classroom • Reviewed good practice • Implementation of student needs register to set goals/track achievement/next steps • Target students discussed regularly at staff meeting - what is going well, what more can we be doing. All discussion documented. • Analysed achievement data • High expectations • Students involved in setting goals and next steps in their learning • Teachers observing SL reading being taught in other schools • Strong Mentor programme for PRT teacher • Had assistance from outside professionals eg RT:Lit, LSC, PLD providers to help with our reading programmes. These professionals helped students with needs, and teachers. • Reading programmes evaluated and discussed regularly • Teacher aide/volunteers assisting in class 	<p><u>READING TARGET</u></p> <p><i>a. That 70% (5/8) of females working towards the expected curriculum level, will be working at or above the expected level by December 2024</i></p> <p><i>Of five identified students:</i></p> <ul style="list-style-type: none"> - Three students (60%) have met this target - Two students (40%) have not met this target 	<p><u>READING TARGET</u></p> <ul style="list-style-type: none"> • Using an evidence based approach across the school for teaching literacy • Continuation of structured literacy across the school with two brand new teachers. Lots of new learning in reading for them on top of everything else involved in the profession. • Support staff assisting at reading time in both classrooms • Some good classroom teaching programmes for reading and teacher pedagogy improving around BSLA and iDeaL. • Confidence in student's own reading ability has grown • Strong mentor programme. Principal mentored the second year teacher as she had undertaken BSLA training and PRT did this in term 1 and 2. • The deliberate, purposeful and meaningful discussion around all target students in staff meetings and informally – what is going well for these students, what more can we do etc, was very beneficial. We all take ownership of students in our small school. • Students having more experiences and being able to relate this to reading • Collaboration as a staff • Teacher capability around making OTJs increasing • Support from home with reading homework being completed, or not completed by those that did not meet the target

<ul style="list-style-type: none"> Reading trackers used to understand student's achievement and next steps. 		
<p><u>WRITING TARGET</u></p> <ul style="list-style-type: none"> Two classrooms operating for 2024 which allowed small class sizes. Junior Learning Team had two teachers from August. Structured Literacy approach used across the school - BSLA in Junior classroom, iDeaL approach in Senior classroom Reviewed good practice Implementation of student needs register to set goals/track achievement/next steps Target students discussed regularly at staff meeting - what is going well, what more can we be doing. All discussion documented. Analysed achievement data High expectations Students involved in setting goals and next steps in their learning Teachers observing writing being taught in other schools Where possible, provided education outside the classroom, and at school experiences for the students to write about Strong Mentor programme for PRT teacher Had assistance from outside professionals eg RT:Lit, LSC, PLD providers to help with our writing programmes. These professionals helped students with needs, and teachers. Writing programmes evaluated and discussed regularly Teacher aide/volunteers assisting in class Teachers required to use the writing process when teaching writing. This includes analysing samples, modelling good writing, shared writing that includes showing how to craft and edit work. Moderated using E-AsTTle writing rubric Students having the opportunity to use devices to help with barriers to their 	<p><u>WRITING TARGET</u></p> <p><i>a) That 70% (8/12) of students working towards the expected curriculum level, will be working at or above the expected level by December 2024</i></p> <p><i>Of five identified students:</i></p> <ul style="list-style-type: none"> Two students (25%) have met this target Six students (75%) have not met this target 	<p><u>WRITING TARGET</u></p> <ul style="list-style-type: none"> Using an evidence based approach (structured literacy) across the school for teaching literacy New learnings in structured literacy at reading time were transferred into the writing programme Strong mentor programme. Principal mentored second year teacher. Stations being used for writing in the junior classroom Support staff assisting at writing time in the junior classroom Writing moderation, teacher knowledge around the dimensions of E-AsTTle increasing The deliberate, purposeful and meaningful discussion around all target students in staff meetings and informally – what is going well for these students, what more can we do etc, was very beneficial. We all take ownership of students in our small school. Integration of writing across the curriculum Collaboration as a staff Teacher capability around making OTJs increasing Inconsistency in teaching writing programmes across the school Writing process not being taught effectively by teachers across the school Students having a poor and lazy attitude towards writing and wanting an adult to do the work for them Lack of accountability and clear expectations at writing time for students, from some teaching staff Undiagnosed learning difficulties Students who did not meet the target were not taking on board feedback to improve their writing Students just wanted to get the job done instead of recrafting their work to make it better Students not taking accountability for their work

<p>writing e.g. read to write app on Chromebooks.</p> <ul style="list-style-type: none"> • Writing trackers used to understand student's achievement and next steps. • A variety of technology being used by students for writing eg Apple Macs, Chromebooks, iPads 		
<p><u>MATHS TARGET</u></p> <ul style="list-style-type: none"> • Two classrooms operating for 2024 which allowed small class sizes. Junior Learning Team had two teachers from August. • Reviewed good practice/high expectations • Implementation of student needs register to set goals/track achievement/next steps • Target students discussed regularly at staff meeting - what is going well, what more can we be doing. All discussion documented. • Analysed achievement data • Gloss, JAM, PAT testing • Students taught in small ability groups • Maths trackers used to understand student's achievement and next steps. • Students setting their own goals for maths and reflecting on these • Students talking about their next steps in maths • Use of online programmes to consolidate maths learning e.g Mathletics • Teachers visiting other schools to observe maths being taught • Teachers collaborating around their teaching of maths • Had assistance from outside professionals eg RT:Lit, LSC, PLD providers to help with our writing programmes. These professionals helped students with needs, and teachers. • Use of Across School Teacher from Kāhui Ako supporting teachers with their maths teaching 	<p><u>MATHS TARGET</u></p> <p><i>a. That 70% (8/12) of students working towards the expected curriculum level will be working at or above the expected level by December 2024</i></p> <p><i>Of eight identified students:</i></p> <ul style="list-style-type: none"> - four students (50%) have met this target - four students (50%) have not met this target 	<p><u>MATHS TARGET</u></p> <ul style="list-style-type: none"> • Good classroom teaching programmes for maths and teacher pedagogy improving • Across School Teacher assisting with maths activities. Good practice for students and good PLD for teachers. Collaboration used. • Support staff assisting at maths time in the both classrooms • Teacher capability with teaching maths has improved • Confidence in student's own maths ability grown • Teaching mixed ability groups - students scaffolding and learning from one another • Strong mentor programme. Principal mentored second year teacher. • The deliberate, purposeful and meaningful discussion around all target students in staff meetings and informally – what is going well for these students, what more can we do etc, was very beneficial. We all take ownership of students in our small school. • Students being proud and positive about maths • Integration of maths across the curriculum. • Teacher capability around making OTJs increasing • Students that did not meet their target did not know their basic facts which is having a major impact on progress. • Students not having the capacity to understand and use maths skills/strategies • Some students hold a negative attitude in maths • Some teachers struggling to take on board PLD advice and guidance and make changes to their practice

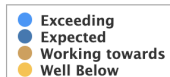
Evaluation

Where to next?

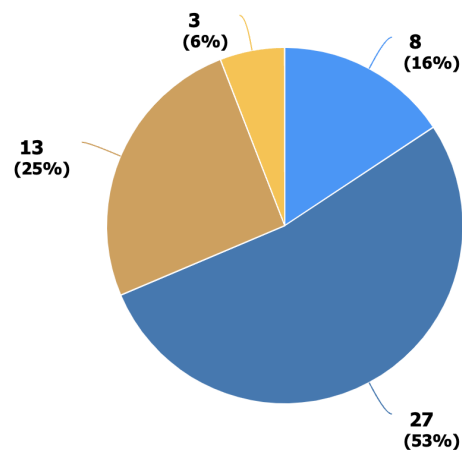
- Continue with our professional learning around the Structured Literacy Framework - in 2025 all staff (including support staff) will be participating in PLD in teaching the iDeaL approach for Structured Literacy. I want the same programme across the school being used for consistency. In 2025 we will continue this journey with Learning Matters and Jane Wilden, our Learning Support Coordinator (LSC) supporting us through using the iDeaL approach. SL forms our ERO profile report so we will continue working with ERO around our 'where to next'.
- New maths curriculum will see us implementing Numicon across the school. This is new for all staff so we will be taking it slowly with support from the MOE for two Teacher Only Days.
- It is a big year for change in 2025 and I have to be mindful of the workload on teaching staff and myself
- Ensure consistency in explicit teaching approaches in all curriculum areas, across the school. This will include schoolwide procedures around curriculum areas being created with staff.
- Ensure teaching staff are clear of my expectations around good, solid classroom teaching
- Continue the mahi we have done in aligning assessment practices with our new pedagogy and instructional approaches
- Smaller class sizes in 2025 due to gaining a third classroom because of roll growth
- Be realistic around goals
- Professional Growth Cycle - staff goals will include areas of the annual plan e.g. iDeaL SL, Numicon for maths
- Continue our excellent collaboration as teachers, and with our students
- Continue our positive home/school relationships
- Kāhui Ako involvement by collaborating with other schools in our cluster and having PLD from those involved in the Kāhui e.g. Across School Teachers (AST)
- Learning Support Coordinator involvement. This continues to be very beneficial right across the school for staff and students.
- IEPs set up and implemented for those that are at risk of being well below expected levels
- Being aware of the impacts outside of school affecting our students
- Support for our students including through the Counselors in Schools Programme, LSC, Social Worker in Schools programme, RTLB, OT, SLT
- Consult with the board around funding staffing to help meet needs of students and staff

Student Achievement Reporting 2024 - ALL COHORTS

Reading



Reading T4 - 2024 - Pie Chart

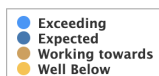


- 3 (6%) of students are working well below their expected curriculum levels for reading
- 13 (25%) of students are working towards meeting their expected curriculum levels for reading
- 27 (53%) of students are working at their expected curriculum level for reading
- 8 (16%) of students are exceeding their expected levels for reading

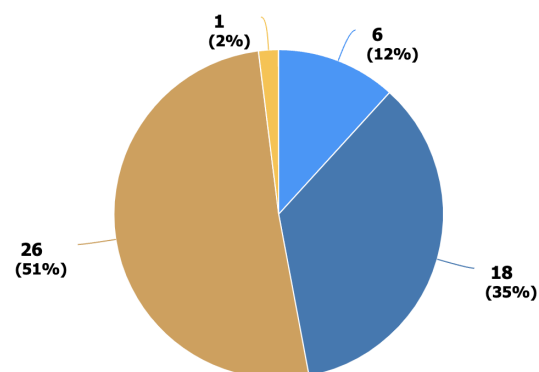
31% of students are well below or working towards their expected curriculum level for reading

69% of students are working at their expected curriculum level or exceeding it for reading

Writing



Writing T4 - 2024 - Pie Chart

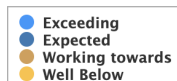


- 1 (2%) of students are working well below their expected curriculum levels for writing
- 26 (51%) of students are working towards meeting their expected curriculum levels for writing
- 18 (35%) of students are working at their expected curriculum level for writing
- 6 (12%) of students are exceeding their expected levels for writing

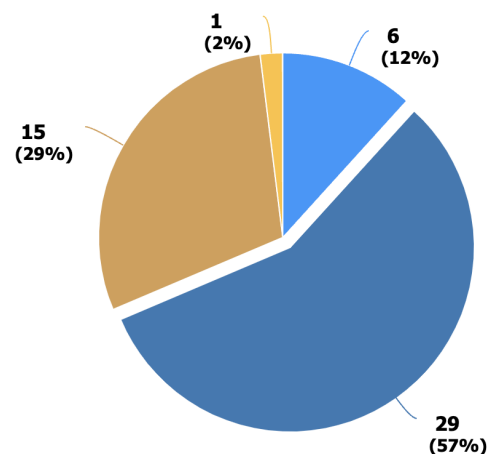
53% of students are well below or working towards their expected curriculum level for writing

47% of students are working at their expected curriculum level or exceeding it for writing

Maths



Mathematics T4 - 2024 - Pie Chart



- 1 (2%) of students are working well below their expected curriculum levels for maths
- 15 (29%) of students are working towards meeting their expected curriculum levels for maths
- 29 (57%) of students are working at their expected curriculum level for maths
- 6 (12%) of students are exceeding their expected levels for maths

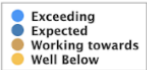
31% of students are well below or working towards their expected curriculum level for maths

69% of students are working at their expected curriculum level for maths or exceeding it

Student Achievement Reporting 2024 - Male/Female: READING

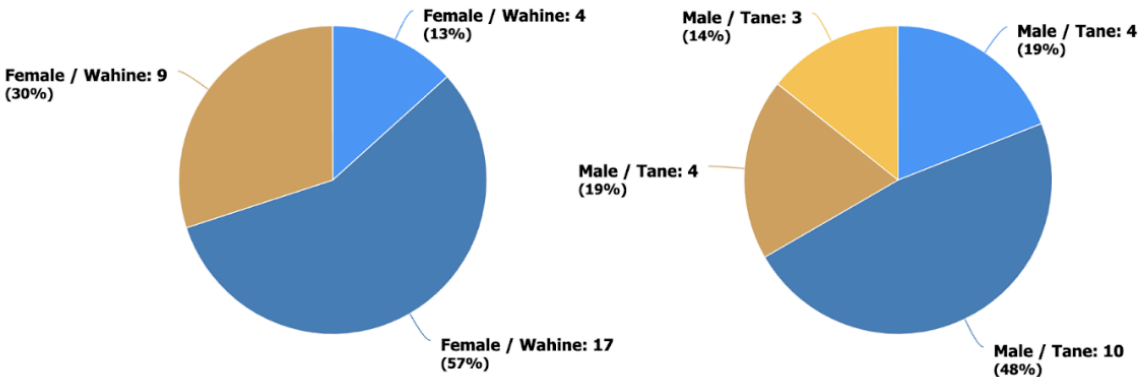
Reading

Male/Female



Reading T4 - 2024 - Pie Chart

Split By: Gender

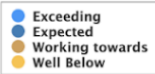


	Female	Male
Well below	-	3
Working towards	9	4
Expected	17	10
Exceeding	4	4
Total	30	21

Student Achievement Reporting 2024 - Male/Female: WRITING

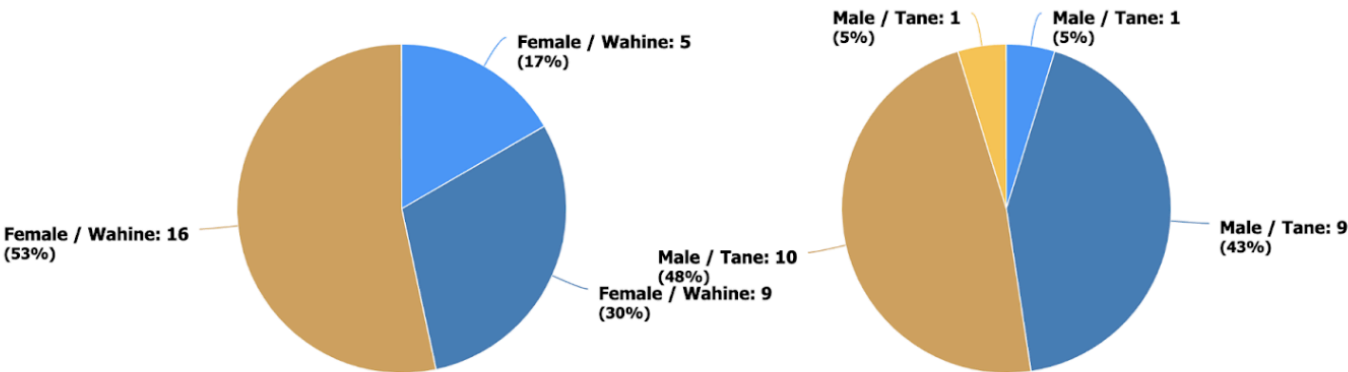
Writing

Male/Female



Writing T4 - 2024 - Pie Chart

Split By: Gender

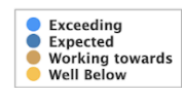


	Female	Male
Well below	-	1
Working towards	16	10
Expected	5	9
Exceeding	9	1
Total	30	21

Student Achievement Reporting 2024 - Male/Female: MATHS

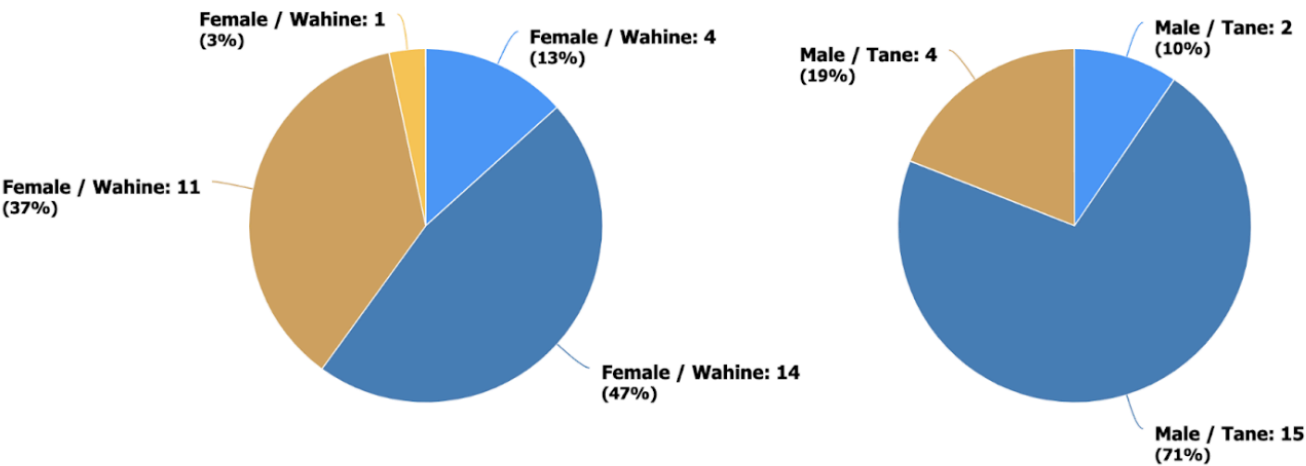
Maths

Male/Female



Mathematics T4 - 2024 - Pie Chart

Split By: Gender



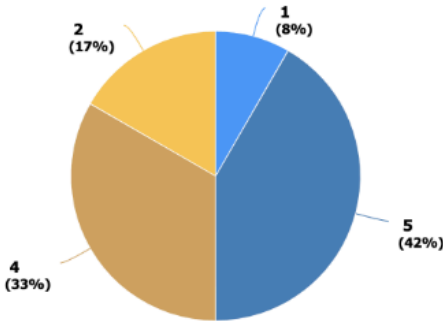
	Female	Male
Well below	1	-
Working towards	11	4
Expected	14	15
Exceeding	4	2
Total	30	21

Māori Student Achievement Reporting 2024



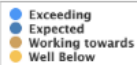
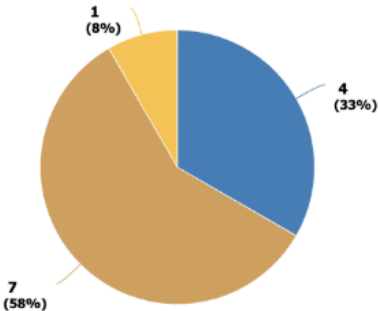
Reading T4 - 2024 - Pie Chart

Filtered By: Maori



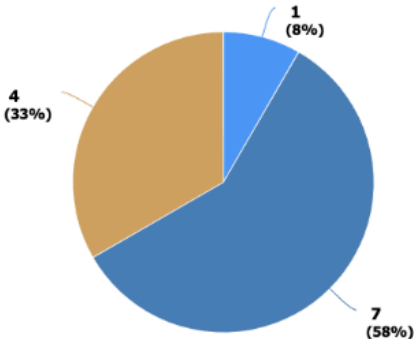
Writing T4 - 2024 - Pie Chart

Filtered By: Maori



Mathematics T4 - 2024 - Pie Chart

Filtered By: Maori



Reading

2 (17%) of students are working well below their expected level in reading.
4 (33%) of students are working towards their expected level in reading
5 (42%) of students are at their expected level in reading
1 (8%) of students are above their expected level in reading
6 (50%) of students are well below or working towards their expected level in reading
6 (50%) of students are at or above their expected level in reading

Writing

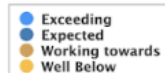
1 (8%) of students are working well below their expected level in writing.
7 (58%) of students are working towards their expected level in writing.
4 (33%) of students are at their expected level in writing.
8 (66%) of students are well below or working towards their expected level in writing
4 (33%) of students are at or above their expected level in writing

Maths

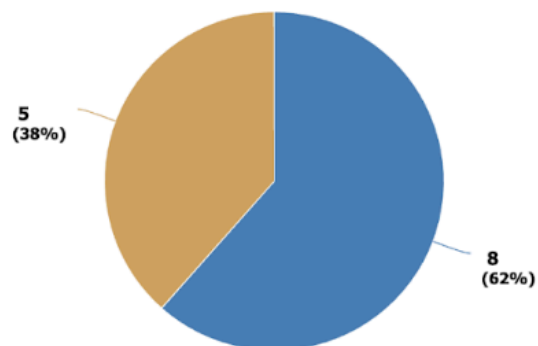
4 (33%) of students are working towards their expected level in maths.
7 (58%) of students are at their expected level in maths.
1 (8%) of students are exceeding their expected level in maths.
4 (33%) of students are well below or working towards their expected level in maths
8 (66%) of students are at or above their expected level in maths

ELL Student Achievement Reporting 2024

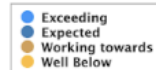
Reading T4 - 2024 - Pie Chart



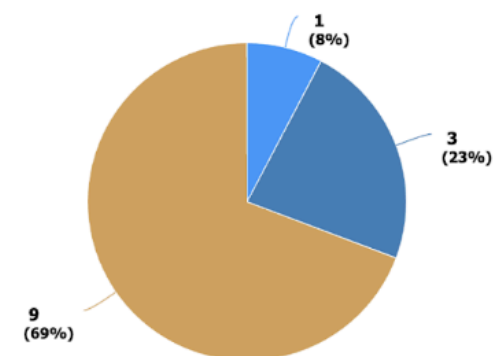
Filtered By: Asian,MELAA



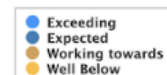
Writing T4 - 2024 - Pie Chart



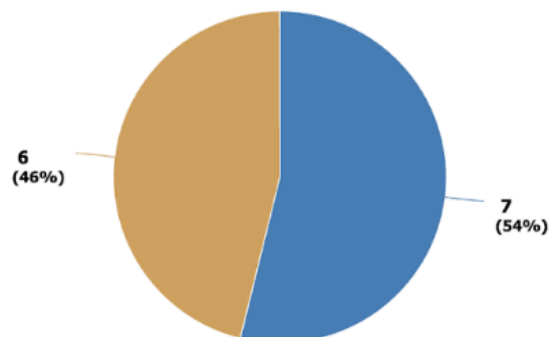
Filtered By: Asian,MELAA



Mathematics T4 - 2024 - Pie Chart



Filtered By: Asian,MELAA



Reading

5 (38%) of students are working towards their expected level in reading
8 (62%) of students are at their expected level in reading

Writing

9 (69%) of students are working towards their expected level in writing.
3 (23%) of students are at their expected level in writing.
1 (8%) of students are exceeding the expected level in writing.
9 (69%) of students are well below or working towards their expected level in writing
4 (31%) of students are at or above their expected level in writing

Maths

6 (46%) of students are working towards their expected level in maths.
7 (54%) of students are at their expected level in maths.

Giving Effect to Te Tiriti o Waitangi

Te Reo and tikanga are well established and interwoven throughout our kura. All classes use Te Reo throughout the day including daily karakia and waiata. Our school pepeha is well known by our ākonga. This along with our school poū, helps shape who we are at Pine Hill School.

A lead kaiako has been appointed for cultural responsiveness. This kaimahi member (as well as others) is/are proactive in upskilling our staff in te Reo and tikanga. The tumuaki has studied and passed level one Te Ahu o te Reo Māori.

Our teaching kaimahi have devoted time to learning their pepeha and sharing these with our ākonga and other kaimahi. Ākonga are encouraged and supported to learn their pepeha and are provided with regular opportunities to share this with their peers. Information for pepeha is sourced from the home environment so we know we are working with our ākonga to reflect who they are and where they come from.

Currently, we are using the Hikairo Schema to support culturally responsive practice. As a staff, we are unpacking and defining *Quality Practice* with reference to Teaching Standard One - *Te Tiriti o Waitangi partnership: Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand*.

How we give Effect to Te Tiriti o Waitangi at Pine Hill School:

- A bicultural approach to teaching and learning will be strongly evident for the development of our Māori tamariki and all ākonga
- Ākonga will experience rich learning opportunities regardless of gender, race or personal circumstances
- School karakia is used consistently across learning teams for the beginning and end of the day and prior to eating
- School pepeha is used across learning
- We have an established Kapa Haka group with an employed tutor, that all year 2-6 ākonga are part of and this group performs throughout the year
- Ākonga/kaimahi knowing their own pepeha and using this regularly
- Protocols of karakia and whakatauki are used consistently in Assemblies and for kaimahi hui
- Respectful, reciprocal relationships developed through tuakana-teina: buddy reading/learning, play based learning our PB4L programme
- Utilise te reo across a range of contexts - greetings, farewells, emails, newsletter, reports, texts, signage, Assemblies, whānau information
- Knowing cultures and knowing our learners and celebrating this
- Support through our Kāhui Ako
- Use of waiata and whakatauki across school e.g. Assembly, hui
- Use of Aotearoa contexts for learning as well as Pine Hill 'community' place based learning experiences
- Class Treaties created collaboratively and 'lived by' in our learning teams
- School Values of responsibility, respect and aiming high reflected in all we do and felt in our school environment
- Respectful relationships with ākonga and whānau partnerships
- Actively knowing the iwi of our Māori learners

- Active whānau involvement (community BBQ/Picnics, school events etc)
- Meaningful whānau hui held twice yearly and when required
- Tikanga and te reo part of everyday practise
- Professional Growth Cycle/appraisal for kaimahi having a Māori component, suited to the needs of the individual
- Knowing our learners in their world - turangawaewae
- Matariki annual event that involves our local early childhood centres
- Achievement data is monitored regularly to ensure equitable outcomes for all ethnicities, including Māori. This is reported to the Board.

Pine Hill School acknowledges the unique position of Māori in Aotearoa New Zealand and acknowledges Māori as the elder treaty partner. We seek to promote awareness of Te Mana o Aotearoa and foster improved cultural understanding consistent with Te Tiriti o Waitangi.

Māku tēnei kiwai. Māu tēnā kiwai.

We will pick up one handle of this kete for you,
you will need to pick up the other.
Whatever we do, we need to do together.



Good Employer Statement 2024

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>We operate a policy that complies with the principle of being a good employer and this policy is made available to our staff and is subject to a regular review cycle. We have robust structures and routines to ensure safe working and learning conditions including a hazard register which is made available to all staff to document and identify potential hazards which are then responded to by our caretaker promptly.</i></p>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p><i>Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</i></p> <ul style="list-style-type: none"> <i>to maintain, and comply with their school's Equal Employment Opportunities policy, and</i> <i>to include in the annual report a summary of the year's compliance.</i> <p><i>To achieve this, the board:</i></p> <ul style="list-style-type: none"> <i>Is reported to on EEO surveys from staff</i> <i>shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</i> <i>selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</i> <i>recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</i> <i>ensures that employment and personnel practices are fair and free of any bias.</i>
How do you practice impartial selection of suitably qualified persons for appointment?	<p><i>We follow our recruitment policy and form a panel with as much diversity as possible and select candidates best suited to the position description and job description for short listing. Our process includes detailed referee checks to ensure the best candidate is appointed regardless of ethnicity, gender or other potential bias.</i></p>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<p><i>This is reflected in our Strategic Goals last year. We Acknowledge and respond to our Tiriti o Waitangi obligations through regular and meaningful collaborative relationships with iwi, the parent community and community organisations which benefit the Pine Hill School community, and the following annual goals which supported this</i></p> <ul style="list-style-type: none"> <i>Continue to develop and consolidate a shared understanding of bicultural practice . . . (our kawa - what we do around here)</i> <i>We develop policies and programs that reflect Māori aspirations and needs, such as incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support</i>

How have you enhanced the abilities of individual employees?	<p><i>Through the Professional Growth Cycle process, coaching of staff and providing PLD opportunities and opportunities to take on additional responsibilities which become available in our small school.</i></p> <p><i>All staff keep ownership of their Professional Growth Cycle documents and are responsible for updating their goals and keeping track of their Professional Development. Professional Development is set to meet the needs of our current teachers and students and there is scope for individual interests to be developed. We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences. We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external supports. We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year. We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects and self reflections. We provide opportunities for employees to take on leadership roles to help build their leadership capabilities. This includes providing opportunities for professional development and career advancement within the school or in external workshops. We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback. We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</i></p>		
How are you recognising the employment requirements of women?	<p><i>We recognise employment requirements for women through our equal opportunities and good employer policies. We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities. We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women. We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes. We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other. We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication and flexibility.</i></p>		
How are you recognising the employment requirements of persons with disabilities?	<p><i>By ensuring that all staff have the support they need to be successful in their roles regardless of any disability. Ensuring that the physical spaces meet the H&S needs of staff where a physical disability is present. Supporting staff with extra support and guidance for other needs.</i></p>		
Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO	
Do you operate an EEO programme/policy?	✓		
Has this policy or programme been made available to staff?	✓		

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Kiwi Sport Funding 2024

8/12/2024

Kiwisport for the year ended 31 December 2024

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, Pine Hill School received Kiwisport funding of \$773.68 (excluding GST). The funding was spent on sports equipment for athletics, futsal, tennis and t-ball.

Melissa Ward



Principal

