

# LEE STREAM SCHOOL

## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024



Principal:	Kate Martin
School Address:	Clarks Junction, Lee Stream Road, Lee Stream, Otago 9074
School Postal Address:	Clarks Junction, Lee Stream Road, Lee Stream, Otago 9074
School Phone:	(03) 489-1452
School Email:	Iss@leestream.school.nz
Ministry Number:	3761
Accounting Service Provider:	Accounting For Schools Ltd

# LEE STREAM SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

<b>Page</b>	<b>Statement</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements
<b>Other Information</b>	
21	Members of the Board
22	Kiwisport Statement / Statement of Compliance
	Independent Auditor's Report
	Analysis of Variance

# LEE STREAM SCHOOL

## Statement of Responsibility

For the year ended 31 December 2024

The Board of Trustees 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.

Hayley Louise Vaughan

Full Name of Presiding Member

Kate Elizabeth Martin

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

4/6/2025

Date:

4.6.2025

Date:

# LEE STREAM SCHOOL

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

		2024	2024	2023
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	370,229	507,341	358,560
Locally Raised Funds	3	34,605	37,400	36,475
Interest		11,819	6,900	9,019
<b>Total Revenue</b>		<b>416,653</b>	<b>551,641</b>	<b>404,054</b>
<b>Expenses</b>				
Locally Raised Funds	3	10,341	5,300	3,544
Learning Resources	4	214,876	363,540	203,152
Administration	5	57,258	56,124	54,965
Interest		470	-	158
Property	6	140,883	125,900	129,543
		<b>423,828</b>	<b>550,864</b>	<b>391,362</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(7,174)</b>	<b>777</b>	<b>12,692</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(7,174)</b>	<b>777</b>	<b>12,692</b>

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

# LEE STREAM SCHOOL

## Statement of Changes in Net Assets/Equity For the year ended 31 December 2024

	2024 Actual \$	2024 Budget \$	2023 Actual \$
<b>Balance at 1 January</b>	275,946	251,272	251,279
Total comprehensive revenue and expense for the year	(7,174)	777	12,692
Contribution - Furniture and Equipment Grant	-	-	4,447
Contribution - Te Mana Tuhono	-	-	7,528
<b>Equity at 31 December</b>	268,772	252,049	275,946
Accumulated comprehensive revenue and expense	268,772	252,049	275,946
<b>Equity at 31 December</b>	268,772	252,049	275,946

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes



# LEE STREAM SCHOOL

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	65,216	93,810	80,186
Accounts Receivable	8	20,868	12,500	16,342
GST Receivable		14,011	-	1,234
Investments	9	136,722	100,000	129,388
Prepayments		739	1,000	937
		<b>237,556</b>	<b>207,310</b>	<b>228,087</b>
<b>Current Liabilities</b>				
Accounts Payable	11	24,528	20,000	20,612
Finance Lease Liability	14	3,055	750	1,023
Funds held for Capital Works Projects	15	15,750	-	13,184
GST Payable		-	2,000	-
Revenue Received in Advance	12	-	500	530
		<b>43,333</b>	<b>23,250</b>	<b>35,349</b>
		<b>194,223</b>	<b>184,060</b>	<b>192,738</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	84,676	75,239	88,965
		<b>84,676</b>	<b>75,239</b>	<b>88,965</b>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	4,128	1,250	1,257
Provision for Cyclical Maintenance	13	6,000	6,000	4,500
		<b>10,128</b>	<b>7,250</b>	<b>5,757</b>
<b>Net Assets</b>		<b>268,772</b>	<b>252,049</b>	<b>275,946</b>
<b>Equity</b>		<b>268,772</b>	<b>252,049</b>	<b>275,946</b>

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



# LEE STREAM SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		115,937	99,412	167,772
Locally Raised Funds		30,968	27,324	36,649
Goods and Services Tax (net)		(12,778)	(8,000)	(16,084)
Payments to Employees		(77,952)	(67,161)	(78,183)
Payments to Suppliers		(75,273)	(51,665)	(58,711)
Interest Paid		(470)	-	(158)
Interest Received		11,729	9,400	8,089
Net cash from / (to) the Operating Activities		(7,839)	9,310	59,374
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(220)	(10,109)	(7,390)
Purchase of Investments		(7,334)	(25,000)	(25,069)
Net cash from / (to) the Investing Activities		(7,554)	(35,109)	(32,459)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	4,447
Finance Lease Payments		(2,143)	(1,000)	(1,278)
Funds on behalf of other Parties		2,565	-	(70,316)
Net cash from Financing Activities		422	(1,000)	(67,147)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(14,972)</b>	<b>(26,799)</b>	<b>(40,233)</b>
Cash and cash equivalents at the beginning of the year	7	80,186	120,609	120,417
<b>Cash and cash equivalents at the end of the year</b>	7	<b>65,216</b>	<b>93,810</b>	<b>80,186</b>

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

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



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Lee Stream 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 of Trustees (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 reports 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.

##### **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 10.





# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### *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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

#### **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 14. Future operating lease commitments are disclosed in note 20b.

#### *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.



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### ***Other Grants where conditions exist***

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

#### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### ***Interest Revenue***

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

#### **d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

#### **e) Finance Lease Payments**

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

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

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

#### **h) 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 not trivial.

#### **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.



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### **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 - Crown	10 - 25 years
Furniture and equipment	5 - 10 years
Information and communication technology	5 - 13 years
Buildings	10 - 50 years
Leased assets held under a Finance Lease	3 - 4 years
Library resources	12.5% Diminishing value

#### **j) Impairment of property, plant, and equipment and intangible assets**

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.

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.



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### 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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to 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 Revenue and Expense.

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

#### n) Revenue Received in Advance

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

#### o) Provision for Cyclical Maintenance

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

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

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### p) 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.

#### q) 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.

#### r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

#### s) 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.



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	114,977	98,912	113,829
Teachers' salaries grants	148,429	308,429	141,498
Use of Land and Buildings grants	106,823	100,000	103,233
	<b>370,229</b>	<b>507,341</b>	<b>358,560</b>

### 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Fees for Extra Curricular Activities	392	2,000	514
Donations & Bequests	13,680	15,000	16,413
Fundraising & Community Grants	1,196	1,000	413
Other revenue	19,192	19,200	18,709
Trading	145	200	426
	<b>34,605</b>	<b>37,400</b>	<b>36,475</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	9,312	4,600	2,788
Fundraising and Community Grant Costs	668	500	479
Trading	361	200	277
	<b>10,341</b>	<b>5,300</b>	<b>3,544</b>
<i>Surplus for the year Locally raised funds</i>	<b>24,264</b>	<b>32,100</b>	<b>32,931</b>

### 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	17,384	11,000	15,066
Employee Benefits - Salaries	183,564	337,940	174,891
Information and Communication Technology	1,662	1,600	1,834
Staff Development	711	1,500	1,298
Depreciation	11,555	11,500	10,063
	<b>214,876</b>	<b>363,540</b>	<b>203,152</b>



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,141	4,774	3,789
Board Expenses	57	300	-
Board Fees	3,300	3,000	2,820
Communication	840	1,050	790
Consumables	352	800	227
Employee Benefits - Salaries	36,857	34,150	37,573
Insurance	630	250	1,992
Operating Lease	1,288	2,300	1,801
Other	3,138	6,750	3,140
Service Providers, Contractors and Consultancy	2,655	2,750	2,833
	57,258	56,124	54,965

### 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,069	1,000	1,077
Cyclical Maintenance Expense	1,500	1,500	1,500
Employee Benefits - Salaries	5,646	6,000	5,420
Grounds	6,365	5,700	3,770
Heat, Light and Water	6,326	6,700	6,378
Rates	1,240	1,000	1,076
Repairs and Maintenance	11,914	4,000	7,089
Use of Land and Buildings	106,823	100,000	103,233
	140,883	125,900	129,543

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	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	65,216	93,810	80,186
Cash equivalents and bank overdraft for Cash Flow Statement	65,216	93,810	80,186

Of the \$65,216 Cash and Cash Equivalents, \$15,750 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. The funds are required to be spent in 2025 on Crown owned school buildings.



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	3,697	12,500	59
Receivables from the Ministry of Education	-	-	1,490
Interest Receivable	2,556	-	2,466
Teacher Salaries Grant Receivable	14,615	-	12,327
	<b>20,868</b>	<b>12,500</b>	<b>16,342</b>
Receivables from Exchange Transactions	6,253	12,500	2,525
Receivables from Non-Exchange Transactions	14,615	-	13,817
	<b>20,868</b>	<b>12,500</b>	<b>16,342</b>

### 9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	136,722	100,000	129,388

### 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Audio Visual	1,279	-	-	-	(226)	1,053
Building Improvements	7,054	-	-	-	(1,173)	5,881
Buildings - School Houses	52,153	-	-	-	(1,872)	50,281
Equipment	2,785	-	-	-	(617)	2,168
Furniture	6,063	-	-	-	(976)	5,087
Information Technology	15,341	-	-	-	(4,006)	11,335
Leased Assets	2,228	7,046	-	-	(2,424)	6,850
Library Resources	2,062	220	-	-	(261)	2,021
<b>Balance at 31 December 2024</b>	<b>88,965</b>	<b>7,266</b>	<b>-</b>	<b>-</b>	<b>(11,555)</b>	<b>84,676</b>

The net carrying value of equipment held under a finance lease is \$6,850 (2023: \$2,228).

#### 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.





# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 10. Property, Plant and Equipment (Cont.)

	2024	2024	2024	2023	2023	2023
	Cost or	Accum	Net Book	Cost or	Accum Depn	Net Book
	Valuation	Depn	Value	Valuation		Value
	\$	\$	\$	\$	\$	\$
Audio Visual	6,795	(5,742)	1,053	6,795	(5,516)	1,279
Building Improvements - Property	35,385	(29,504)	5,881	35,385	(28,331)	7,054
Buildings - School Houses	87,470	(37,189)	50,281	87,470	(35,317)	52,153
Equipment	6,879	(4,711)	2,168	6,879	(4,094)	2,785
Furniture	16,239	(11,152)	5,087	16,239	(10,177)	6,063
Information Technology	49,136	(37,801)	11,335	49,136	(33,795)	15,341
Leased Assets	36,932	(30,082)	6,850	29,886	(27,658)	2,228
Library Resources	5,946	(3,925)	2,021	5,725	(3,662)	2,062
<b>Balance at 31 December</b>	<b>244,782</b>	<b>(160,106)</b>	<b>84,676</b>	<b>237,515</b>	<b>(148,550)</b>	<b>88,965</b>

### 11. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	2,063	20,000	1,476
Accruals	7,246	-	6,264
Employee Entitlements - salaries	14,615	-	12,327
Employee Entitlements - leave accrual	604	-	545
	<b>24,528</b>	<b>20,000</b>	<b>20,612</b>
Payables for Exchange Transactions	23,924	20,000	20,067
Payables for Non-exchange Transactions - Other	604	-	545
	<b>24,528</b>	<b>20,000</b>	<b>20,612</b>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	500	530
	<b>-</b>	<b>500</b>	<b>530</b>

# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	4,500	4,500	3,000
Increase to the Provision During the Year	1,500	1,500	1,500
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	6,000	6,000	4,500
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non Current	6,000	6,000	4,500
	6,000	6,000	4,500

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the painting invoice.

### 14. 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	3,529	900	1,178
Later than One Year and no Later than Five Years	4,549	1,350	1,352
Future Finance Charges	(895)	(250)	(251)
	7,183	2,000	2,279
<b>Represented by</b>			
Finance lease liability - Current	3,055	750	1,023
Finance lease liability - Non Current	4,128	1,250	1,257
Later than 5 Years	-	-	-
	7,183	2,000	2,280

# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 15. 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.

	2024	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution \$	Closing Balances \$
5YA 1 AMS CP Upgrade Project <i>In progress</i>		13,184	356,262	(353,696)	-	15,750
Totals		13,184	356,262	(353,696)	-	15,750

#### Represented by:

Funds Held on Behalf of the Ministry of Education	15,750
Funds Due from the Ministry of Education	-
	<u>15,750</u>

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution \$	Closing Balances \$
5YA 1 AMS CP Upgrade Project <i>In progress</i>		43,630	-	(30,446)	-	13,184
5YA - Pool Rationalisation Project <i>Completed</i>		39,870	-	(39,870)	-	-
Totals		83,500	-	(70,316)	-	13,184

#### Represented by:

Funds Held on Behalf of the Ministry of Education	13,184
Funds Due from the Ministry of Education	-
	<u>13,184</u>

### 16. 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.



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 17. Remuneration

#### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,300	2,820
<i>Leadership Team</i>		
Remuneration	119,894	117,936
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	123,194	120,756
Total full-time equivalent personnel	1.00	1.00

There are 6 members of the Board excluding the Principal. The Board had held 6 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	110 - 120	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4

#### Other Employees

There were no other employees with remuneration greater than \$100,000 (2023: nil).

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

### 18. 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 member, 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	-	-



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 19. Contingencies

There are no contingent liabilities 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.

### 20. Commitments

#### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$67,124 (2023: \$420,821) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
AMS CP Upgrade Project	452,930	385,806	67,124
<b>Total</b>	<b>452,930</b>	<b>385,806</b>	<b>67,124</b>

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 (31 December 2023: nil).



# LEE STREAM SCHOOL

For the year ended 31 December 2024

## Notes to the Financial Statements

### 21. Financial Instruments

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	65,216	93,810	80,186
Receivables	20,868	12,500	16,342
Investments - Term Deposits	136,722	100,000	129,388
<b>Total Financial assets measured at amortised cost</b>	<b>222,806</b>	<b>206,310</b>	<b>225,916</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	24,528	20,000	20,612
Finance Leases	7,183	2,000	2,280
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>31,711</b>	<b>22,000</b>	<b>22,892</b>

### 22. Events After Balance Date

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

### 23. Comparatives

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



## LEE STREAM SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Term expired/expires
Hayley Vaughan	Presiding Member	Re-elected 2022	September 2025
Kate Martin	Principal	Appointed 2023	
Tim Gray	Parent Rep	Re-elected 2022	September 2025
Craig Nichol	Parent Rep	Re-elected 2022	September 2025
Andrew Richards	Parent Rep	Selected 2023	September 2025
Shaye Hall	Staff Rep	Selected 2024	September 2025
Tessa Jowett	Staff Rep	Elected 2023	March 2024

# LEE STREAM SCHOOL

## Kiwisport Statement

For the year ended 31 December 2024

Lee Stream Students participated in various organised sports during 2023.

In 2024 the school received Kiwisport funding of \$176 (2023: \$176). The funding went towards updating some of our athletics equipment and traveling to sporting events to further enhance the sporting opportunities at Lee Stream School.

### Statement of Compliance with Employment Policy

For the year ended 31 December 2024 Lee Stream School Board:

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



## INDEPENDENT AUDITOR'S REPORT

### To the readers of Lee Stream School's financial statements for the year ended 31 December 2024

The Auditor-General is the auditor of Lee Stream School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

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

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- b) 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 4 June 2025. This is the date at which our opinion is expressed.

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

### Basis for our opinion

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

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

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

### Responsibilities of the Board for the financial statements

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

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

© 2025 Findex (Aust) Pty Ltd

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the Annual Report; Report of Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Variance, Kiwisport statement, Statement of Compliance with Good Employer Policy, but does not include the financial statements and our auditor's report thereon.

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

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

### Independence

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

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




Philip Sinclair  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Dunedin, New Zealand

<div>Strategic Goal 1:</div> <div>Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.</div>				
<div>Annual Target/Goal:</div> <div><div><div>1.</div><div>Develop and implement individualised learning pathways across all curriculum areas, ensuring each learner's educational journey is tailored to their needs and goals.</div></div><div><div>2.</div><div>Encourage ākonga to initiate and lead community service projects that address local needs and challenges.</div></div></div>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year – where to next?
<div>Goal setting interviews:</div> <p>We ran goal-setting interviews in Terms 1 and 3 where students reflected on their progress and set goals for mid-year and end-of-year reports. We also connected with parents during these meetings, which were well-received. There's been a lot of positive feedback about bringing Seesaw back, and I think this could be a great tool to share learning journeys more easily with whānau.</p> <div>Develop customised learning pathways:</div> <p>Each student had their learning needs identified, and milestones were celebrated. While we used some tools like text and newsletters to communicate, we didn't use Seesaw this year, which limited how much we could share their learning with families.</p> <div>Assessment For Learning (Where am I going? How am I doing?):</div> <p>We've started working on AFL practices, but it hasn't been rolled out in full yet. I need to do more PD around this, especially to help ākonga verbally reflect on their progress. There's a plan to work with Outram and St Mary's on some maths PLD next year, which will tie in nicely.</p> <div>William Pike Challenge – Year 6–8 students were required to complete at least 20 hours of community service. This included:</div> <ul style="list-style-type: none"><li><b>Mid Taieri Wai Gully Restoration Project</b> – Students worked hard to transform an overgrown, weed-filled gully at school into a beautiful native space. The goal is to create a well-planted area with a walking track around it, making it an asset for both students and the wider community.</li><li><b>Planting natives at a local farm</b> – Another hands-on conservation effort, where students helped with reforestation and erosion control.</li><li><b>Volunteering at a social services organisation in Dunedin</b> – This was a real eye-opener for students. They washed community social workers' cars, cooked and prepared meals for those in need, and delivered firewood to help keep families warm.</li><li><b>Helping at the local dog trial PTA fundraiser</b> – Senior students took on a variety of roles to support this community event.</li><li><b>Coaching and refereeing sports</b> – It was great to see some students take the initiative to volunteer as coaches and referees for younger teams, showing real leadership and responsibility.</li><li><b>Other community service projects</b> – Students pitched in with general tidy-ups, helping at local events, and finding ways to give back to the school and wider community.</li><li><b>Encouraging student leadership</b> – We made sure students were the drivers of these projects, identifying needs and planning how to contribute.</li></ul>	<div>We've achieved some great steps this year:</div> <ul style="list-style-type: none"><li>Students set goals and reflected on their progress, which boosted their engagement and ownership of learning.</li><li>Families were actively involved through goal-setting interviews, and supportive of the process.</li><li>We've started implementing AFL practices, though there's room to grow.</li><li>Every student completed (and many exceeded) their 20-hour community service requirement.</li><li>The <b>Mid Taieri Wai gully restoration</b> was a huge success, with students taking ownership of the project. This once-unused, weed-infested area is now well on its way to becoming a stunning native planting space with a track.</li><li>The planting projects helped students see the real impact of environmental restoration and the importance of looking after local waterways and farmland.</li><li>The social services work made a big impression—students gained an understanding of the challenges some families face and how small acts of kindness can make a difference.</li><li>The dog trial fundraiser was a great example of students stepping up to support a local event.</li><li>Seeing students volunteer on their own accord—especially in coaching and refereeing—showed that they had taken the challenge to heart.</li><li>We strengthened relationships with local organisations, which means more opportunities for future community service projects.</li><li>Younger students looked up to the seniors, which helped build a culture of service and leadership across the school.</li></ul> <div>Students showed more initiative, with some even coming up with their own ideas for service projects.</div> <div>There was a real shift in awareness—many students now understand the impact of giving back and are keen to keep it up.</div> <div>Positive feedback from the community reinforced the value of what we were doing.</div> <div>Students developed leadership, teamwork, and problem-solving skills in real-world situations.</div> <div>A sense of pride in their work and their school—it wasn't just about ticking a box for William Pike, they genuinely cared about what they were doing.</div> <div><b>For students:</b> They gained confidence, leadership skills, and an appreciation for the role they can play in their community. Many left feeling proud of what they achieved.</div> <div><b>For the community:</b> Local organisations received much-needed support, whether it was through environmental efforts, sports coaching, or practical tasks like delivering firewood and preparing meals.</div> <div><b>For the school:</b></div> <ul style="list-style-type: none"><li>The <b>gully restoration project</b> has created a lasting impact, turning a neglected</li></ul>	<div>Students had clear learning goals, and their reflections helped them better understand their progress.</div> <div>We received great feedback from families, especially about reinstating Seesaw as a tool for communication.</div> <div>While AFL isn't fully in place, there's a foundation to build on, and students are starting to engage with the “Where am I going? How am I doing?” concept.</div> <div>William Pike Challenge logbooks and student reflections.</div> <div>Photos and reports from the Mid Taieri Wai gully restoration project and local farm planting.</div> <div>Feedback from social services, sports clubs, and other community groups.</div> <div>Student voice—conversations and reflections on their experiences.</div>	<div>Parents and whānau felt more connected to their child's learning, which strengthened the home-school partnership.</div> <div>Students gained confidence in identifying and working towards their goals.</div> <div>Some initial steps in AFL have started to encourage more student-led reflection, but we're not quite there yet.</div> <div><b>What went well:</b></div> <ul style="list-style-type: none"><li>The goal-setting interviews were a big success. Families engaged well, and students enjoyed being part of the process.</li></ul> <div><b>What we need to work on:</b></div> <ul style="list-style-type: none"><li>We didn't use Seesaw this year, which limited how we shared learning with parents and whānau.</li><li>AFL hasn't been fully implemented yet, mostly because we need more PD to build confidence in using it effectively.</li></ul> <div><b>Exceeded expectations:</b></div> <ul style="list-style-type: none"><li>Many students smashed the 20-hour requirement, showing real enthusiasm.</li><li>The social services volunteering had a bigger impact than we anticipated—it was a standout experience for a lot of them.</li><li>The fact that students volunteered for coaching, reffing, and helping at the dog trials on their own initiative was a real highlight.</li></ul> <div><b>Unexpected challenges:</b></div> <ul style="list-style-type: none"><li>Weather disrupted some outdoor projects, but we worked around it.</li><li>Some students were initially hesitant about the social service work, but they got stuck in once they saw the difference they were</li></ul>	<div><b>Seesaw:</b> Bring back Seesaw for 2025 to make it easier for parents to see their child's learning journey in real time.</div> <div><b>AFL practices:</b> Commit to more PD in AFL and work on getting it running smoothly. The collaboration with Outram and St Mary's for maths PD will be a great opportunity to integrate AFL strategies.</div> <div><b>Goal-setting:</b> Keep goal-setting interviews as a key part of the year. It's working really well and has great support from families.</div> <div><b>Parent communication:</b> Build on the positive feedback from interviews by offering more ways for parents to engage, like using Seesaw or running informal feedback sessions.</div> <div>We've decided that <b>William Pike will now run on a 2-3 year cycle</b>. This makes sense for a few reasons:</div> <ul style="list-style-type: none"><li><b>Cost</b> – It's a great programme, but we want to keep it sustainable.</li><li><b>Something to look forward to</b> – It gives our senior students a big event to aim for, rather than repeating it every year.</li><li><b>More flexibility</b> – In non-William Pike years, we can still run community service projects but shape them around what's relevant at the time.</li></ul>



	<div>space into something meaningful for the future.</div> <div><div><div></div></div><div>The William Pike Challenge reinforced our school values and strengthened our connection with the wider community.</div></div>
--	--

<div>Strategic Goal 3:</div> <div><b>Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.</b></div> <div></div>				
<div>Target/Goal:</div> <div><div>5. Deepen partnerships with whanau and community organisations to enhance learning experiences and expand on our academic programmes.</div><div>6. Launch collaborative projects that involve both ākonga, whānau and members of the broader community.</div></div>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<ul style="list-style-type: none"><li>Review our planning and documentation and align it with the understand, know, do framework.</li><li>Build staff awareness of Te Mātaiaho and how it aligns with our school curriculum.</li><li>Parent education evenings around NZC refresh.</li><li>Ongoing full implementation of ANZH/Social Sciences curriculum</li><li>Development of new planning templates and frameworks in alignment with Te Mātaiaho and the U,K,D</li><li>Create a year long storyline based on the big ideas from the curriculum refresh</li><li>Use the progression model and phases of learning in the ANZH/SS to be responsive to and meet the needs of all ākonga</li><li>Refine our AFL practices and approaches.</li><li>80% of ākonga will be working within or beyond for reading and writing.</li><li>80% of ākonga will be working within or beyond for maths.</li><li>PLD around the refreshed Maths &amp; Stats and English curriculums</li></ul>	<ul style="list-style-type: none"><li>While the development of new planning templates and frameworks aligned with Te Mātaiaho and the UKD framework was on hold, ground work was laid to prepare for this in the upcoming year.</li><li>Successfully created a year-long storyline that connects and engages ākonga, with inquiry ideas spanning multiple terms, such as the Farm to Table project. This storyline has provided a cohesive and engaging learning pathway, fostering sustained interest and deeper learning among ākonga.</li><li>Achieved the target of having 80% of ākonga working within or beyond expectations for reading, writing, and maths by the end of the year This progress indicates that current teaching strategies and assessment practices are effectively supporting ākonga achievement, positively impacting their confidence and readiness for future learning challenges.</li></ul>	<p>Planning and Framework Preparation:</p> <p>Documentation of initial steps and planning meetings aimed at developing new templates and frameworks aligned with Te Mātaiaho and the UKD framework for future implementation.</p> <p>Year-Long Storyline:</p> <p>Lesson plans, student work samples, and feedback from ākonga and teachers demonstrating engagement and learning through the Farm to Table project and other inquiry-based activities.</p> <p>Assessment Data:</p> <p>Assessment records showing ākonga progress in reading, writing, and maths, with data indicating that 80% of ākonga are working within or beyond expectations by the end of the year.</p> <p>Teacher Observations and Feedback:</p> <p>Anecdotal evidence and feedback from teachers highlighting increased ākonga engagement and confidence as a result of the curriculum strategies and storyline.</p>	<p><b>What went well:</b></p> <p>The year-long storyline was more effective than anticipated in engaging ākonga, resulting in higher levels of interest and participation. This contributed to exceeding expectations in terms of student engagement and learning outcomes.</p> <p><b>What we need to work on:</b></p> <p>The development of new planning templates and frameworks aligned with Te Mātaiaho and the UKD framework was delayed due to resource constraints and changes in government priorities. This has impacted the timeline for full curriculum alignment.</p> <p>Limited availability of PLD opportunities for the refreshed Maths &amp; Stats and English curriculums has delayed the enhancement of staff knowledge and skills in these areas.</p>	<p><b>Develop and Implement Planning Templates:</b></p> <p>Prioritise the development of new planning templates and frameworks aligned with Te Mātaiaho and the UKD framework to ensure alignment and readiness for future implementation.</p> <p><b>Increase PLD Opportunities:</b></p> <p>Actively seek out and schedule PLD opportunities for the refreshed Maths &amp; Stats and English curriculums to enhance staff knowledge and teaching practices.</p> <p><b>Resource Allocation:</b></p> <p>Re-evaluate resource allocation to support the development of the curriculum and PLD initiatives.</p> <p><b>Engage with Whānau and Community:</b></p> <p>Plan for more parent education evenings to keep whānau informed and engaged with the curriculum refresh process.</p>





Date: December 2024

Data Included: Y/N

Subject Area: Maths, Reading and Writing

### Lee Stream School End of Year Maths Data 2024

Strategic Goal 1: Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.

Strategic Goal 3: Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.

### Progress and Achievement at Lee Stream School

#### Refreshed Maths Curriculum Highlights

- Focus on Thinking Skills: Enhances creative, critical, and strategic thinking with practical applications in everyday life.
- Curriculum Strands:
  - Number and Algebra: Emphasises calculation, estimation, and pattern recognition.
  - Geometry and Measurement: Focuses on shape properties, position, and quantifying attributes.
  - Statistics: Involves data investigation, analysis, and dealing with uncertainty.
- Structural Change: Levels are now replaced with phases to support flexible learning paths.

### Maths at Lee Stream School

How it looks at Lee Stream School:

- **Engaging and Effective Instruction:** maths lessons are engaging, clear, and well-structured, following the Numicon scope and sequence. They **should use** a variety of instructional strategies to cater to different learning styles and abilities, making sure students stay motivated and interested.
- **Building Conceptual Understanding:** Emphasis is placed on developing students' conceptual understanding of math concepts rather than just rote memorisation. Students are encouraged to explore, discuss, and apply math in real-world contexts.
- **Daily Practice and Review:** Regular practice is crucial for math mastery. Students have daily opportunities to practice the skills they are learning and review previously taught concepts.
- **Differentiation:** differentiate instruction to meet the diverse needs of students. This might involve providing additional support for learners that take more thinking time and offering extension opportunities for advanced students.
- **Problem Solving and Critical Thinking:** Students are encouraged to solve a variety of maths problems. Problem-solving skills and critical thinking are vital for developing mathematical reasoning and creativity.

- **Use of Technology:** Integrating technology, such as educational apps and interactive tools, can enhance learning experiences and make math more engaging and accessible.
- **Math in Context:** Relating maths to real-life situations and other subjects can help students see the relevance and importance of math in their daily lives.
- **Collaborative Learning:** Encouraging collaborative learning through group activities and discussions can foster a supportive learning environment where students can learn from each other.
- **Professional Development:** engaged in ongoing professional development to stay updated on best practices in math education.

#### Whole School End of Year Maths Data 2024

	Developing	Working Within	Working Beyond
<b>School Total</b>		9 (90%)	1 (10%)

*It's great to see movement from Developing to Working Beyond. Our targeted support and daily practice has been effective in lifting the overall achievement.*

#### End of Year Girls Maths Data 2024

	Developing	Working Within	Working Beyond
<b>Total Girls</b>		4 (100%)	-

*Girls maintained strong consistency throughout the year. Consider looking into strategies to support advancement to the Working Beyond category for further growth.*

#### End of Year Boys Maths Data 2024

	Developing	Working Within	Working Beyond
<b>Total Boys</b>		5 (83%)	1 (17%)

*Boys demonstrated positive growth, with all Developing students moving up and some advancing to Working Beyond. This highlights their hard work - great seeing it pay off!*

#### **What does this mean?**

*We've seen fantastic improvement in our maths achievement this year. At the end of the year, 90% of our students are now working within expectations, and 10% have moved beyond! This is a significant shift from mid-year, where our focus was on developing skills.*

*Key Strategies for Success:*

- *Numicon: This hands-on resource has been invaluable in helping students grasp complex concepts through visual and tactile learning.*
- *Manga High: The engaging platform motivated students to practice regularly, boosting their basic*



*facts and timetable knowledge.*

- *Emphasis on Basic Facts: Regular drills and practice sessions have strengthened foundational skills.*
- *Practical, Hands-On Problems: Applying maths to real-world scenarios has made learning more relevant and enjoyable for our students.*

*This success is a testament to the hard work of our students and their dedication. Let's keep up the great mahi!*

*\*Our data also fits with the MŌE goals of having 80% of all students working within or working beyond by 2030.*

*To compare apples with apples, our latest new entrant and new whānau students have not been included in this data.\**

### **Lee Stream School End of Year Reading Data 2024**

Strategic Goal 1: Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.

Strategic Goal 3: Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.

### **English Curriculum Refresh 2025**

Starting 1 January 2025, the new English curriculum for Years 0-6 will be implemented in all English medium state and state-integrated schools in New Zealand. This curriculum marks a shift from traditional levels to phases, with Phase 1 covering Years 0-3 and Phase 2 covering Years 4-6. The focus is on a holistic approach that integrates key competencies and learning experiences. The curriculum for Years 7-13 will be released in 2026.

Key Features of the New English Curriculum:

1. Understand-Know-Do Framework:
  - Understand: Focuses on big ideas and themes in English.
  - Know: Covers important content, concepts, and topics.
  - Do: Involves practices, strategies, and skills for learning and application.
2. Structured Literacy Approach:
  - Emphasizes explicit teaching of phonics, spelling, and grammar.
  - Supports students' literacy foundations and cognitive load management.
3. Inclusive and Engaging Learning:
  - Prioritizes students' sense of belonging and cultural identities.
  - Encourages exploration of diverse texts and storytelling.
4. Teaching and Assessment:
  - Progress outcomes guide expectations for each phase.
  - Assessment informs teaching and supports student progress.

These updates aim to enhance teaching practices and student outcomes by aligning with the science of learning and fostering a supportive and dynamic learning environment.

## Reading at Lee Stream School

For our students;

1. Learning the code: This means understanding how letters and words work together to form sentences and stories. It's like learning the building blocks of reading.
2. Making meaning: When they read, they try to understand what the words and sentences are saying. They connect the information to what they already know, making the reading meaningful.
3. Thinking critically: This means they think carefully about what they are reading. They ask questions, make predictions, and form opinions about the text. They try to understand the deeper meaning of the story.

When our students show that they are using all three of these things together as they read, it means they are becoming skilled and confident readers. They are not just reading the words but also understanding and thinking about what they read.

For our teachers;

1. Observing. We carefully watch how our students read, especially during guided reading sessions where they receive extra guidance and often one on one/small group lessons. We encourage and assist our students as needed to build their reading skills.
2. Asking questions: While our students read, we ask them questions to see if they are using what they've learned in different situations. This helps us know if our students can apply their reading knowledge and skills to new challenges.
3. Checking comprehension: We also pay attention to whether our students understand what they read. We want to see if our students can think critically about the text and respond to it in a meaningful way.

By doing these things, we better understand our students' progress and can offer appropriate support to help them become strong and confident readers.

### Whole School End of Year Reading Data 2024

	Developing	Working Within	Working Beyond
<b>School Total</b>		10 (100%)	-

*All students across the school are working within their expected curriculum levels for reading. This success is a testament to the effective use of small group and one-on-one targeted reading sessions, where students benefit from focused attention and tailored strategies.*

### Girls End of Year Reading Data 2024

	Developing	Working Within	Working Beyond
<b>Total Girls</b>	-	4 (100%)	-

*Our girls have maintained their reading levels, with all of them working within the expected curriculum level. The targeted reading sessions have allowed them to thrive, especially benefiting from the strengths of our teaching team in creating engaging and supportive learning experiences.*

### Boys End of Year Reading Data 2024

	Developing	Working Within	Working Beyond
<b>Total Boys</b>		6 (100%)	-

*The boys have shown steady progress, with all students working within their expected curriculum level. The use of small group and one-on-one reading sessions has enabled them to make significant strides, drawing on the expertise of our teachers to foster a love for reading.*

**What does this mean?**

This year, all 10 students have maintained their progress and are working within their expected curriculum level for reading. This consistency reflects the dedication and effort each student has put into their reading journey throughout the year.

Highlights:

- The reading fluency and accuracy of our Year 3-8 students is amazing. They can tackle almost any text with confidence and precision, showcasing their strong decoding skills.
- Our junior readers in Year 1-2 have thoroughly enjoyed working their way through the Little Learners Love Literacy series. This series has been instrumental in building their foundational reading skills and fostering a love for reading.

Next Steps:

- While the older students' fluency is impressive, the next focus will be on enhancing comprehension skills. We aim to ensure their understanding matches their ability to read fluently.
- We'll work on strategies to help students delve deeper into texts, encouraging them to make connections, infer meaning, and critically evaluate what they read.

Overall, the students have done a fantastic job this year, and we're excited to see how they continue to grow in their reading skills in the coming year.

*\*Our data also fits with the MOE goals of having 80% of all students working within or working beyond by 2030. To compare apples with apples, our latest new entrant and new whānau students have not been included in this data.\**

**Lee Stream School End of Year Writing Data 2024**

Strategic Goal 1: Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.  
Strategic Goal 3: Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.

**English Curriculum Refresh 2025**

Starting 1 January 2025, the new English curriculum for Years 0-6 will be implemented in all English medium state and state-integrated schools in New Zealand. This curriculum marks a shift from traditional levels to phases, with Phase 1 covering Years 0-3 and Phase 2 covering Years 4-6. The focus is on a holistic approach that integrates key competencies and learning experiences. The curriculum for Years 7-13 will be released in 2026.

Key Features of the New English Curriculum:  
1. Understand-Know-Do Framework:

- Understand: Focuses on big ideas and themes in English.
  - Know: Covers important content, concepts, and topics.
  - Do: Involves practices, strategies, and skills for learning and application.
2. Structured Literacy Approach:
    - Emphasizes explicit teaching of phonics, spelling, and grammar.
    - Supports students' literacy foundations and cognitive load management.
  3. Inclusive and Engaging Learning:
    - Prioritizes students' sense of belonging and cultural identities.
    - Encourages exploration of diverse texts and storytelling.
  4. Teaching and Assessment:
    - Progress outcomes guide expectations for each phase.
    - Assessment informs teaching and supports student progress.

These updates aim to enhance teaching practices and student outcomes by aligning with the science of learning and fostering a supportive and dynamic learning environment.

### Writing at Lee Stream School

At Lee Stream School, we are passionate about the power of putting pen to paper. From day one as a new entrant, our students are seen as writers, and this journey continues until the day they graduate. We believe in the importance of traditional writing skills, and every student picks up a pen to express their thoughts, ideas, and creativity.

Our students are exposed to a wide variety of genres throughout their time at Lee Stream. This diverse exposure helps them develop a rich understanding of different writing styles and purposes, fostering a love for writing in all its forms.

In the early years, we lay a strong foundation with a structured literacy approach. This method provides our young learners with essential skills in spelling, phonics, and sentence construction, setting them up for success as they progress through their writing journey.

At Lee Stream, writing is more than just a subject; it's a core part of our educational philosophy, nurturing confident and capable communicators who are ready to share their voices with the world.

### Whole School End of Year Writing Data 2024

	Developing	Working Within	Working Beyond
<b>School Total</b>	2 (20%)	7 (70%)	1 (10%)
<i>We've seen a positive shift with fewer students in the 'Developing' category and an increase in those 'Working Within' and 'Working Beyond'. This progress reflects the hard work of our students and the effective teaching strategies in place.</i>			

### Girls End of Year Writing Data 2024

	Developing	Working Within	Working Beyond
<b>Total Girls</b>	-	3 (75%)	1 (25%)
<i>The girls have made strong progress, with one now 'Working Beyond' the expected level. This demonstrates their hard work and the support they've received.</i>			

Boys End of Year Writing Data 2024			
	Developing	Working Within	Working Beyond
<b>Total Boys</b>	2 (32%)	4 (68%)	-
<i>The boys have shown notable improvement this year. Both students in the 'Developing' category have made progress, with one student on the cusp of moving up to the 'Working Within' category. This reflects their hard work and potential, and we're excited to see their continued growth.</i>			

What does this mean?
<p>Mrs. Hall has worked closely with the Year 4-8 students, integrating writing into various parts of the day, not just during designated writing time. She has exposed them to a wide range of genres and writing styles, enhancing their skills and creativity.</p> <p>Meanwhile, I (Miss Kate) have been following 'The Code', a structured literacy resource written by Liz Kane. This involves a careful scope and sequence where students are explicitly taught spelling patterns and rules. Our sessions include sentence dictation and independent writing, providing junior writers with a strong foundation and scaffolding them towards success.</p> <p>All students have made progress, and we are thrilled with their achievements. Their hard work and dedication have truly paid off, and we're excited to see their continued growth.</p> <p><i>*Our data also fits with the MOE goals of having 80% of all students working within or working beyond by 2030. To compare apples with apples, our latest new entrant and new whānau students have not been included in this data.*</i></p>



RD2, Outram, 9074 | Phone 03 489 1452 | office@leestream.school.nz | www.leestream.school.nz

*"Together plant the seed grow the child - Ma te mahitahi e tipu ai te tamaiti"*

At Lee Stream School, we're committed to honouring Te Tiriti o Waitangi in a way that feels real and meaningful — not just words on a page.

We now have Māori students on our roll, which has only strengthened our drive to make sure our teaching reflects the culture, language, and identity of all learners. We've continued our connection with Puketeraki Marae and value the support and guidance from our local rūnaka. Our students join in shared Kapa Haka sessions with Outram School, helping build that sense of partnership and pride in culture.

Te Reo Māori is part of our everyday classroom life, and we're using *Te Puna Reo Māori* for weekly lessons with both staff and students. It's helping us build confidence in using the language and making it more visible and heard around the school.

We're also working through Te Mātaiaho and building our understanding of Māori perspectives through ongoing professional learning. It's an area we're always growing in, but we're committed to making sure our school is a place where Māori learners feel seen, supported, and valued.

For us, giving effect to Te Tiriti means showing up, building relationships, learning together, and keeping the door open to feedback and growth.