

CONCORD SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3727

Principal: Glen Beadle

School Address: 5 Thoreau Street, Concord, Dunedin 9018

School Postal Address: 5 Thoreau Street, Concord, Dunedin 9018

School Phone: 03 488 2204

School Email: office@concord.school.nz

Accountant / Service Provider:



Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Ben McKenzie	Presiding Member	Elected	Sept-25
Glen Beadle	Principal ex Officio	ex Officio	
Greg Kane	Parent Representative	Elected	Sept-25
Andrea Gibbs	Parent Representative	Elected	Sept-25
Vinessa Ford	Parent Representative	Elected	Sept-25
Jessica Jones	Parent Representative	Elected	Sept-25
Wendy Ross	Staff Representative	Elected	Sept-25
Tanya Davis	Treasurer/Secretary	Non-Voting	

Auditor: Deloitte, Dunedin

CONCORD SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Concord 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.

Benjamin David Mckenzie

Full Name of Presiding Member

Glen Micheal Beadle

Full Name of Principal

B.D. McKenzie

Signature of Presiding Member

[Signature]

Signature of Principal

30-5-2025

Date:

30.5.2025

Date:

Concord School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	995,256	1,022,554	1,165,177
Locally Raised Funds	3	32,000	32,400	30,002
Interest		10,798	6,000	4,818
Total Revenue		1,038,054	1,060,954	1,199,997
Expense				
Locally Raised Funds	3	13,005	12,600	24,105
Learning Resources	4	567,040	690,720	751,829
Administration	5	149,254	77,900	164,233
Interest		925	-	1,634
Property	6	295,352	281,500	288,950
Loss on Disposal of Property, Plant and Equipment		1,405	-	69
Total Expense		1,026,981	1,062,720	1,230,820
Net Surplus / (Deficit) for the year		11,073	(1,766)	(30,823)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		11,073	(1,766)	(30,823)

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

Concord 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		158,297	149,939	170,645
Total comprehensive revenue and expense for the year		11,073	(1,766)	(30,823)
Contribution - Furniture and Equipment Grant		-	-	18,475
Equity at 31 December		169,370	148,173	158,297
Accumulated comprehensive revenue and expense		169,370	148,173	158,297
Reserves		-	-	-
Equity at 31 December		169,370	148,173	158,297

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.

Concord School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	236,719	181,308	216,349
Accounts Receivable	8	27,650	39,387	43,923
GST Receivable		10,800	-	-
Prepayments		6,164	5,057	5,057
Inventories	9	445	975	975
Funds Receivable for Capital Works Projects	15	41,640	-	1,378
		323,418	226,727	267,682
Current Liabilities				
GST Payable		-	10,546	10,546
Accounts Payable	11	110,008	84,805	79,289
Revenue Received in Advance	12	-	4,983	6,676
Provision for Cyclical Maintenance	13	25,959	-	22,376
Finance Lease Liability	14	4,950	3,606	10,273
Funds held for Capital Works Projects	15	51,289	25,667	50,047
		192,206	129,607	179,207
Working Capital Surplus/(Deficit)		131,212	97,120	88,475
Non-current Assets				
Property, Plant and Equipment	10	97,105	114,006	114,004
		97,105	114,006	114,004
Non-current Liabilities				
Provision for Cyclical Maintenance	13	53,823	62,398	40,022
Finance Lease Liability	14	5,124	555	4,160
		58,947	62,953	44,182
Net Assets		169,370	148,173	158,297
Equity		169,370	148,173	158,297

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

Concord School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		310,683	267,317	343,899
Locally Raised Funds		28,620	53,032	54,949
Goods and Services Tax (net)		(21,344)	48,620	48,617
Payments to Employees		(159,779)	(113,661)	(181,260)
Payments to Suppliers		(96,845)	(166,747)	(176,995)
Interest Paid		(925)	-	(1,634)
Interest Received		11,445	6,452	5,270
Net cash from/(to) Operating Activities		71,855	95,013	92,846
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(2,391)	(146,889)	(1,273)
Net cash from/(to) Investing Activities		(2,391)	(146,889)	(1,273)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	18,475
Finance Lease Payments		(10,074)	(8,832)	(9,574)
Funds Administered on Behalf of Other Parties		(39,020)	25,667	(166,419)
Net cash from/(to) Financing Activities		(49,094)	16,835	(157,518)
Net increase/(decrease) in cash and cash equivalents		20,370	(35,041)	(65,945)
Cash and cash equivalents at the beginning of the year	7	216,349	216,349	282,294
Cash and cash equivalents at the end of the year	7	236,719	181,308	216,349

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.

Concord School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Concord School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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.

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 20.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the Group 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.

n) Funds Held in Trust

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

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

o) Funds held for Capital works

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

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

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	313,048	272,554	425,710
Teachers' Salaries Grants	416,034	550,000	543,976
Use of Land and Buildings Grants	190,609	200,000	192,846
Ka Ora, Ka Ako - Healthy School Lunches Programme	75,565	-	-
Other Government Grants	-	-	2,645
	<u>995,256</u>	<u>1,022,554</u>	<u>1,165,177</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	20,635	20,000	20,710
Fees for Extra Curricular Activities	3,920	7,000	4,495
Trading	1,645	-	2,386
Other Revenue	5,800	5,400	2,411
	<u>32,000</u>	<u>32,400</u>	<u>30,002</u>
Expense			
Extra Curricular Activities Costs	5,480	7,000	6,832
Trading	1,318	-	2,118
Other Locally Raised Funds Expenditure	6,207	5,600	15,155
	<u>13,005</u>	<u>12,600</u>	<u>24,105</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>18,995</u>	<u>19,800</u>	<u>5,897</u>

Donations include a \$3,000 from Benidgo Valley for Sports Tops, Cookware, Butane Stoves, Toys and Musical Equipment, \$1,800 Aotearoa Gaming Trust

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	18,197	21,600	24,804
Information and Communication Technology	420	500	672
Employee Benefits - Salaries	523,214	645,400	695,958
Staff Development	411	12,120	2,360
Depreciation	23,598	10,000	25,715
Other Learning Resources	1,200	1,100	2,320
	<u>567,040</u>	<u>690,720</u>	<u>751,829</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,729	5,000	4,404
Board Fees and Expenses	4,680	4,500	4,555
Operating Leases	472	4,600	2,107
Other Administration Expenses	23,829	30,800	30,083
Employee Benefits - Salaries	30,493	26,000	35,936
Insurance	3,021	4,000	3,047
Service Providers, Contractors and Consultancy	3,465	3,000	150
Ka Ora, Ka Ako - Healthy School Lunches Programme	75,565	-	83,951
	<u>149,254</u>	<u>77,900</u>	<u>164,233</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	24,514	26,000	24,613
Cyclical Maintenance	17,384	-	7,190
Heat, Light and Water	17,177	15,000	16,293
Rates	5,260	3,500	4,677
Repairs and Maintenance	22,094	20,200	22,110
Use of Land and Buildings	190,609	200,000	192,846
Employee Benefits - Salaries	9,197	8,000	10,264
Other Property Expenses	9,117	8,800	10,957
	<u>295,352</u>	<u>281,500</u>	<u>288,950</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	236,719	181,308	216,349
Cash and cash equivalents for Statement of Cash Flows	236,719	181,308	216,349

Of the \$236,719 Cash and Cash Equivalents, \$51,289 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	3,380	-	-
Receivables from the Ministry of Education	-	-	4,536
Interest Receivable	206	853	853
Teacher Salaries Grant Receivable	24,064	38,534	38,534
	27,650	39,387	43,923
Receivables from Exchange Transactions	3,586	853	853
Receivables from Non-Exchange Transactions	24,064	38,534	43,070
	27,650	39,387	43,923

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	445	975	975
	445	975	975

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	56,777	-	-	-	(4,124)	52,653
Furniture and Equipment	25,083	-	-	-	(4,804)	20,279
Information and Communication Technology	13,649	-	(392)	-	(4,717)	8,540
Leased Assets	13,405	6,393	-	-	(9,229)	10,569
Library Resources	5,090	1,712	(1,013)	-	(724)	5,065
	114,004	8,105	(1,405)	-	(23,598)	97,106

The net carrying value of furniture and equipment held under a finance lease is \$10,569 (2023: \$13,406)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	123,087	(70,434)	52,653	123,088	(66,311)	56,777
Furniture and Equipment	151,550	(131,272)	20,278	150,950	(125,867)	25,083
Information and Communication Technology	46,004	(37,463)	8,540	48,353	(34,704)	13,649
Leased Assets	43,925	(33,356)	10,569	37,532	(24,127)	13,405
Library Resources	36,613	(31,548)	5,065	43,575	(38,485)	5,090
	401,179	(304,073)	97,105	403,498	(289,494)	114,004

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	70,849	15,191	15,191
Accruals	7,729	5,064	5,064
Banking Staffing Overuse	-	10,277	225
Employee Entitlements - Salaries	25,729	47,596	52,132
Employee Entitlements - Leave Accrual	5,701	6,677	6,677
	<u>110,008</u>	<u>84,805</u>	<u>79,289</u>
Payables for Exchange Transactions	110,008	84,805	79,289
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>110,008</u>	<u>84,805</u>	<u>79,289</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	4,983	6,676
	<u>-</u>	<u>4,983</u>	<u>6,676</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	62,398	62,398	55,208
Increase to the Provision During the Year	7,447	-	7,190
Other Adjustments	9,937	-	-
Provision at the End of the Year	<u>79,782</u>	<u>62,398</u>	<u>62,398</u>
Cyclical Maintenance - Current	25,959	-	22,376
Cyclical Maintenance - Non current	53,823	62,398	40,022
	<u>79,782</u>	<u>62,398</u>	<u>62,398</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

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	5,549	6,750	10,273
Later than One Year and no Later than Five Years	5,752	750	4,160
Future Finance Charges	(1,227)	(3,339)	-
	10,074	4,161	14,433
Represented by			
Finance lease liability - Current	4,950	3,606	10,273
Finance lease liability - Non current	5,124	555	4,160
	10,074	4,161	14,433

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, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Transfers \$	Closing Balances \$
SIP Site Upgrades	42,216	-	(9,721)	(17,941)	14,554
Sara Cohen Extension	(1,378)	-	(40,262)	-	(41,640)
Classroom Window Upgrades	7,831	-	-	-	7,831
Toilet Upgrade (236939)	-	113,012	(102,049)	17,941	28,904
Totals	48,669	113,012	(152,032)	-	9,649

Represented by:

Funds Held on Behalf of the Ministry of Education	51,289
Funds Receivable from the Ministry of Education	(41,640)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Site Upgrades	38,369	17,941	(14,094)	-	42,216
Sara Cohen Extension	176,719	197,718	(357,874)	(17,941)	(1,378)
Classroom Window Upgrades	-	-	(10,110)	17,941	7,831
Totals	215,088	215,659	(382,078)	-	48,669

Represented by:

Funds Held on Behalf of the Ministry of Education	50,047
Funds Receivable from the Ministry of Education	(1,378)

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.

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,030	2,905
<i>Leadership Team</i>		
Remuneration	195,708	234,189
Full-time equivalent members	2	2
Total key management personnel remuneration	<u>198,738</u>	<u>237,094</u>

There are five members of the Board excluding the Principal. The Board has held seven 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 discuss employment matters.

Principal

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

	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	90 - 100	120 - 130
Benefits and Other Emoluments	2 - 3	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration	2024	2023
\$000	FTE Number	FTE Number
100 - 110	1	1
110 - 120	0	0
120 - 130	0	0
130 - 140	0	0
140 - 150	0	0
	<u>1.00</u>	<u>1.00</u>

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024	2023
	Actual	Actual
Total	\$0	\$0
Number of People	0	nil

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$64,826 (2023:\$238,485) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
SIP Site Upgrades	-
Sara Cohen Extension	40,368
Classroom Window Upgrades	7,831
Toilet Upgrade (236939)	16,627
Total	64,826

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.



(b) Operating Commitments

As at 31 December 2024, the Board has no operating commitments

21. 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	236,719	181,308	216,349
Receivables	27,650	39,387	43,923
Total financial assets measured at amortised cost	<u>264,369</u>	<u>220,695</u>	<u>260,272</u>

Financial liabilities measured at amortised cost

Payables	110,008	84,805	79,289
Finance Leases	10,074	4,161	14,433
Total financial liabilities measured at amortised cost	<u>120,082</u>	<u>88,966</u>	<u>93,722</u>

22. Events After Balance Date

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

Statement of variance: progress against targets (required)

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

Strategic Goal1:

As per the strategic plan

Curriculum

Annual Target/Goal:

As per the annual implementation plan

All teaching staff will embed structured literacy practices school-wide in literacy. This consistent approach will better meet a diverse range of learning needs.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? What were the outcomes of our actions?	What impact did our actions have? <i>Evidence</i> <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>Consider if these need to be included in your next annual implementation plan.</i> <i>What do you need to do to address targets that were not achieved.</i>
<ul style="list-style-type: none"> Review 2023 Literacy data, set 2024 Literacy targets and identify target groups Continue to embed teaching and learning of sound walls (Sound Foundations for Literacy Resources) in all classrooms Little Learners Love Literacy Books and lessons in Years 0-4 Continue to use Magic Belt, Phonics Plus books in Years 0-6 Integrating handwriting into Literacy lessons 	<ul style="list-style-type: none"> Targets and target groups set for phonics, reading and writing. Target data update reported to the Board. Structured Literacy evening to inform whanau of our practices at school and how they can support their tamariki at home. Regular observations. PD application to the MoE regarding support for Literacy (writing and embedding phonics) was successful for the requested 50 hours. 	<p>The board receives regular updates on Literacy progress and strategies, as well as a detailed report twice a year to share achievement progress as well as the strategies used.</p> <p>In 2024, our outcomes show:</p> <ul style="list-style-type: none"> 86% of students achieve at or above the expected curriculum level in Reading 91% of students achieve at or above the 	<ul style="list-style-type: none"> Careful preparation, clear timelines, and well-structured implementation led to better-than-expected results. Participation and enthusiasm from students, staff, and whānau had positive outcomes. Staffing changes, or unexpected incidents (e.g., family emergencies, behavioural incidents) 	<p>We will now be shifting our focus to Numeracy as we have had a focus on Literacy for the past couple of years. Teachers have embedded a school-wide structured literacy approach into their teaching programme and are currently meeting the needs of our learners.</p>

<ul style="list-style-type: none"> • Review student target data and effectiveness of strategies every term at timetabled staff meetings. Staff complete a data spreadsheet and a reflection sheet. These form staff teaching as inquiries and are linked to personal appraisal • Teachers plan and implement classroom programmes and strategies aimed at accelerating target students • Investigate and implement supports for students not achieving eg: teacher aide support, specialised programmes, RTLB, MoE-Learning Support, SWiS... • Complete the review of the Literacy Delivery Plan 	<ul style="list-style-type: none"> • Continued to report target reading, writing and phonics target data. Showing steady improvements • Core Ed ran the first writing session with staff in June. This was about what we currently do for our writing programme. • Target groups are continuing, and end-of-year testing is underway for data. • Core Ed ran a staff meeting around assessment for the staff with a focus on DIBELS. • We also had a teacher-only day around assessment and the new English curriculum. • Small group sessions for targeted learning in the senior school. 	<p>expected curriculum level in writing</p> <ul style="list-style-type: none"> • 3/6 target students made accelerated progress throughout the year, while the other 3 made expected progress. • All Writing (6) target students made accelerated progress throughout the year • Increased confidence in data collection methods. • Observations of practice are ongoing throughout the year, with feedback/coaching around next steps. • Professional growth in literacy for all teachers throughout 2024 	<p>may have disrupted progress.</p>	
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Strategic Goal 2:

As per the strategic plan

Curriculum

Annual Target/Goal:

As per the annual implementation plan

To develop and continue to deliver strategies and programmes to enhance student, community and staff resilience and well-being.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? What were the outcomes of our actions?	What impact did our actions have? <i>Evidence</i> <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>Consider if these need to be included in your next annual implementation plan.</i> <i>What do you need to do to address targets that were not achieved.</i>
<ul style="list-style-type: none">• All staff to be trained in the Pause, Breathe Smile (PBS) programme in January 2024• Teach PBS lessons in Terms 1 & 2 and integrate daily mindfulness, breathing• Staff to take part in PBS staff programme to enhance personal wellbeing• Staff wellbeing budget utilised to support wellbeing• Carefully manage staff responsibilities to promote wellbeing and to manage workload• Further investigate Trauma Informed	<ul style="list-style-type: none">• All staff trained in Pause, Breathe, Smile (PBS) at the January teacher-only day• PBS being taught in all classrooms in Term 1 and 2.• Mindfulness activities integrated into the school day, especially after breaks• A successful pet day run in Term 1 that also involved students in various competitions (art, baking and activity stations). The feedback was positive from students and whānau.• Weekly CARE assemblies with a focus on student sharing of activities outside of school and celebrating their strengths/passions	<ul style="list-style-type: none">• Discussions with students in the Kowhai Room show that students have been using the PBS strategies at school and outside school when they have been in situations that have challenged them. Eg: argument with sibling• CARE tokens were popular with tamariki to give ownership of their choice of reward activity.• Students were starting to demonstrate improved self-regulation, positive social interactions, and	<ul style="list-style-type: none">• Staff took ownership of well-being initiatives.• Incorporating te ao Māori perspectives into well-being strategies helped increase relevance and connection for some tamariki.• Partnerships with outside agencies (e.g., mental health services, PLD providers) provided valuable expertise and expanded what we were able to offer.• Some strategies did not resonate equally with all student groups, especially older or more disengaged students, leading to patchy uptake.• Measuring shifts in resilience and well-being remains challenging without	<ul style="list-style-type: none">• Update new staff members on programmes within the school.• Continue to embed resilience and well-being.• Strengthen leadership and coordination of well-being initiatives by identifying a well-being lead or forming a dedicated team to oversee planning, implementation, and review.• Ensure consistent staff engagement by scheduling well-being-focused PLD sessions and supporting staff with manageable, practical strategies that can be integrated into everyday practice.

<p>Practices using principal PD/wellbeing fund</p> <ul style="list-style-type: none"> • Encourage community involvement in a range of school events • Continue weekly assemblies to discuss Play is the Way Liferrafts, The CARE Code, PBS and celebrate student achievements in and outside of school • Year 5 and 6 take part in the 'You Good, You Good' programme 	<ul style="list-style-type: none"> • Continuing with the language of PBS. • CARE tokens were introduced to reinforce positive behaviour. A half-term and end-of-term choice for the most amount of tokens. • Continue with CARE assembly to reinforce concepts learned. 	<p>increased engagement in class activities.</p>	<p>consistent tools or baseline data, making it difficult to determine the overall impact.</p>	<ul style="list-style-type: none"> • Increase student voice by involving ākonga more directly in shaping well-being programmes through surveys, student-led initiatives, or focus groups.
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Strategic Goal 3:

As per the strategic plan

Curriculum

Annual Target/Goal:

As per the annual implementation plan

Teaching staff will continue professional development with Te Mataiaho (The refreshed New Zealand Curriculum) and provide ākonga with a robust, relevant, exciting and refreshed local school curriculum

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? What were the outcomes of our actions?	What impact did our actions have? <i>Evidence</i> <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>Consider if these need to be included in your next annual implementation plan.</i> <i>What do you need to do to address targets that were not achieved.</i>
<ul style="list-style-type: none">• We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua• We will build awareness and grow understanding of Te Mātaiaho with kaiako and our school community• We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako	<ul style="list-style-type: none">• A curriculum advisor is organised to present to the Greater Green Island Cluster of schools for the morning of the MoE teacher-only day in June.• The new curriculum for English and Math are now out and into schools for the start of 2025.• Teachers looked through the curriculum and gave feedback to the ministry.• Teacher only day and staff meetings to look at the new curriculum.	<ul style="list-style-type: none">• Collaboration among staff increased as teams worked together to unpack the curriculum and co-construct a shared vision for learning for Literacy.• Professional development records (e.g., workshops attended, facilitator feedback, teacher reflections).• Starting to increase teacher confidence and understanding of Te Mātaiaho principles, looking at a more culturally responsive, student-centred teaching practices in Literacy and beginning in Math.	<ul style="list-style-type: none">• Full curriculum refresh work was limited by pressures such as staffing changes, behavioural support needs, and administrative workload.• The rollout of Math PLD moved too slowly.• Lack of resources and guidance around math.• While some teachers adapted quickly, others needed more time and support to fully grasp the shifts in curriculum structure and pedagogy required by Te Mātaiaho.	<ul style="list-style-type: none">• Professional Learning and Development (PLD) days will be dedicated to strengthening our mathematics curriculum.• Math resources will be reviewed and updated..• Long-term mathematics planning will be revised to ensure coherence, clarity, and alignment with the refreshed curriculum framework.• Look at how progress will be tracked—through observations, student voice, planning, or assessment data.

Concord School Evaluation of Student Progress and Achievement - December 2024

Achievement Data Reading, Writing and Mathematics

Reading

- *86% of all children met or achieved above expectations.*
- *93% of children identifying as Māori met or achieved above expectations.*
- *85% of children identifying as Pasifika met or achieved above expectations.*
- *82% of Boys met or achieved above expectations.*
- *90% of Girls met or achieved above expectations.*

Writing

- *91% of all children met or achieved above expectations.*
- *93% of children identifying as Māori met or achieved above expectations.*
- *85% of children identifying as Pasifika met or achieved above expectations.*
- *89% of Boys met or achieved above expectations.*
- *93% of Girls met or achieved above expectations.*

Mathematics

- *79% of all children met or achieved above expectations.*
- *77% of children identifying as Māori met or achieved above expectations.*
- *85% of children identifying as Pasifika met or achieved above expectations.*
- *82% of Boys met or achieved above expectations.*
- *80% of Girls met or achieved above expectations.*

Glen Beadle

*Principal
Concord School
March 2025*

Concord School Te Tiriti o Waitāngi Statement 2025

Through the delivery of curriculum programmes at our school we aim to develop a respect for the diverse ethnic and cultural heritage of New Zealand, recognising in particular a respect for the unique place of Māori in New Zealand.

Our objectives for this are

- Strive for tamariki who identify as Māori to achieve at least at the same levels of achievement as Non-Māori
- Te Reo Māori and Tikanga Māori will be an everyday part of Concord Primary kawa
- Know about and understand Māori culture eg: language, art works, music, games, legends and history.
- All teacher's curriculum planning and delivery will include meaningful Te Ao Māori perspectives
- Participate and learn about significant events and celebrations eg: Te Tiriti o Waitangi, Matariki
- Whanau will continue to be consulted on aspirations for their tamariki identifying as Māori
- Aim to be a good treaty partner and uphold Te Tiriti o Waitangi.

Learning opportunities will be provided by

- Use the range of Ministry of Education resources available eg: Ka Hikitia
- Using the Resource Teacher of Māori to support us with kapa haka and waiata
- Contact local Runanga an Iwi advisors about possible programme advice
- Liaise with whānau of Māori children about supporting their learning and well being
- Encourage and provide opportunities for staff with Māori PLD through accretable providers eg: Te Wānanga o Aotearoa

The Board seeks to identify Iwi affiliation on enrolment of identified Māori students and will notify and consult with relevant Iwi.

Concord School Good Employer Statement 2025

Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	A primary objective of the Concord School board is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1)
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	By following the guidelines in our Health, Safety and Welfare Policy available publicly on the school docs website, which states: The 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: <ul style="list-style-type: none"> • to maintain and comply with their school's Equal Employment Opportunities policy, and • to include in the annual report a summary of the year's compliance.
How do you practise impartial selection of suitably qualified persons for appointment?	Candidates are evaluated according to their experience, the needs of our students and school, the job description, the strengths they bring and referee reports (in alignment with our EEO Policy)
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	This will be considered when interviewing a candidate for a position within our school Regular discussions with staff and encouragement to further develop their own knowledge or seek PD opportunities to upskill themselves to be the best version of themselves that they can be. This approach will then benefit all the ākonga in their classrooms.
How have you enhanced the abilities of individual employees?	We have allocated Operation Funding to support teachers' professional development opportunities and encourage them to be proactive and seek out these opportunities to strengthen areas of weakness or further develop areas of strength

How are you recognising the employment requirements of women?	<p>We are a staff of mostly women:-</p> <ul style="list-style-type: none"> • Sick leave provision for dependents • Personal amenities for women • BOT supplied morning tea • Respecting cultural boundaries • Wellbeing budget
How are you recognising the employment requirements of persons with disabilities?	<p>We do not currently have any staff with physical disabilities however, we have:</p> <ul style="list-style-type: none"> • disabled toilets • wheel-chair access to every area of the school • ability to allow a disabled car park space if needed

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

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

Glen Beadle
Principal
Concord School
March 2025

Concord School Kiwisport Report 2024

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2024 the school received total Kiwisport funding of \$955.72 (excluding GST). The money was spent on the following:

Bike School NZ

Our years 5 and 6 students were involved in a day workshop (at school) run by specialists teaching cycle skills. Cycling is an important part of our school with our school tracks and bikes. We paid \$230 for the Year 5 students as they weren't covered by the cost.

JC Swim School

\$522.50 was paid for junior swimming lessons for a week at the Mosgiel Whakehu Pool. We had two separate weeks of swimming lessons for junior students.

Coaching

Melanie Harper took four golf lessons with Kowhai (Years 3 & 4) and Rata (Years 5 & 6). This was partially funded by \$203.22.

Wendy Ross
Acting Principal

December 2024