

South Otago High School

Annual Report 2024

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Presiding member/principal's report

South Otago High School is please to present the annual report for 2024. The school has completed the year having made good progress on a number of its strategic goals. Worthy of special mention are the high numbers of Year 11 students who completed the year having successfully met the requirements for Literacy and Numeracy for NCEA Level 1. The school has also seen success and in improved attendance at school by students and is now working to embed the positive changes that it has implemented.

The school continue to work with the community to ensure that student have the opportunity to engage and contribute to our region as they continue their learning.

Strategic Goal 1:
To continue to raise the engagement and achievement of all students
Annual Goal: Incorporation of Mana Orite, Mātauranga Māori across the curriculum

Annual Target: To raise the status of Māori world view and to further the understanding or Te Tiriti o Waitangi.
To promote Māori student engagement and acknowledge the importance of Māori achieving as Māori

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1 Friday PD run by Within School teachers	Mātauranga Māori presentations and training sessions at Friday PLGs provided knowledge and growing confidence.	While the survey indicated we still have a long way to go, comments did indicate a growing confidence. EG: "...getting confident with numbers in te reo. Also including Māori names on word problems ..."	The target doesn't have a specific end point so it is on-going. Progress is being made and the survey has some very constructive feedback on things we could do to help.	Continue Friday PD. Address suggestions from staff. EG: look into the use of a language app. Consider te reo sessions where we try and use the language. Weekly kupu/activities
Action 2 HOD's include Mātauranga Māori in their planning.	All departments are doing this but are at different stages.	Department plan documents indicate the development work undertaken and included in goals for future	Understanding and complexities of different curriculum and how to acknowledge Maori view	Continue to develop and reinforce expectation to acknowledge Maori knowledge and understanding
Action 3 Teachers embed Mātauranga Māori in their practice	Māori whakataukī on display in classrooms. Te reo evident on white boards (days and months etc)	Visually about the school and in teaching areas	Expectation defined early in the year and discussed in PLG's	Provide opportunities to develop te reo skills for whole staff
Action 4	Whānau Hui was held	We doubled our numbers from about 10 in	Inclusion of whanau and supporting	Continue to grow whanau involvement with

Strategic Goal 2:
To continue to raise the engagement and achievement of all students.

Annual Target/Goal:
As per the annual implementation plan Annual goal: All students attend school regularly. Annual Target : 90% attendance of all students.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?

Action 1 Attendance letters	All whanau/parents were aware of the attendance each term of their students	Increase of overall attendance” 2023 76.4%, 2024 80.2%		Send the term letters earlier so families could contact the school before the term ends.
Action 2 Hui with families	Hui held with at risk students and follow up interviews	Attendance under 69%: 2023 11.75%, 2024 10.68%	Range of reasons for poor student attendance	Involvement of attendance officer, on going work with mentors and families
Action 3 Daily follow up of attendance	Worked with teachers to complete attendance early so families could be informed of attendance by 9.30am	Understanding of the importance of daily monitoring. High degree of completing by 9.30am	Students becoming aware of punctuality	Working with staff , mentors and Deans

Strategic Goal 3: <i>Continue to develop and maintain positive culture of South Otago High School</i>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<i>Action 1</i> Planning -Regular meeting times -Training -PB4LRegional coordinator networking and support -Staff aware of systems -Rewards system monitored and developed	-Staff meeting agenda items with a wellbeing focus. -Sharing of professional learning and collaboration -A team approach -Briefing items each term, communications to support students and staff -PB4L systems shared, staff and students aware of expectations -HODs supporting a wellbeing approach in their planning, budgeting and reviews, money allocated to support wellbeing -PD offered to staff, staff encouraged and supported to develop expertise -Regional coordinator for PB4L Liaison, meetings and planning -Sharing of expectations -Staff induction, staff supported with systems -Rewards system monitored and developed, students working towards goals	Board reports Briefing minutes Staff meeting minutes Head of Department minutes SLT minutes Newsletters Facebook posts Community Consultations Surveys Observations Professional discussion Deans and Learning team meetings	-Confidence levels of students and staff increasing. -Talk regarding our school values has greatly increased and students and staff are increasingly aware of supporting conditions that help people to flourish -Staff willingly sharing their learnings -Staff buy in to professional development and opportunities to share resources -Students increasingly being supported to build leadership skills and influence school culture -Students survey fatigue may have affected some responses but numbers are still high -Increased numbers of students gaining PB4L badges and a number gaining all badges at junior level.	-To support a team approach HODs need to continue to set targets in their annual planning -Regular korero and consultation opportunities with students, staff and whanau -Continue to revisit action plans -SLT develop targets within their own areas of responsibility -Continue to use data to support our actions and will look critically at the amount of requests for information. -We are currently involved in the MOE Rangatahi Youth Wellbeing survey in Otago and this will follow the Year 10 group through school 2025 and beyond. This provides some new data and funding support to the school. -Updating systems of recording information eg learning support
Action 2 Data gathering and consultation- -Data is gathered from community consultations, HOD planning, annual Travellers (term 1 week 5) and SOHS wellbeing survey (term 3) to help with action planning and targeted interventions to support students	-MOE has provided us with summary feedback of first Rangatahi wellbeing survey, importance of publicizing supports which we do regularly.	Survey data Annual wellbeing survey full school-students term 3 2024 - 273 responses Skylight survey Year 9 students mid term 1 2024 - 2024 94.3 % feel good (88 surveys)	-There was an increase in the number of students completing the SOHS developed wellbeing survey possibly due to the annual way this data is collected now and also that students	-Collect student voice from wellbeing survey and make recommendations for action -The action plan developed as a response to the student wellbeing survey can be revisited at the beginning of 2025 to

	<ul style="list-style-type: none"> -Action plan developed and staff assisted, follow up to whole school wellbeing survey documented. -Report received wellbeing survey 	<p>2023:80 surveys 87% feel good- 2022:70 surveys 84% feel good, 2023:80 surveys 87% feel good</p> <ul style="list-style-type: none"> -Cellphone and community consultations -BOT reports and HOD reporting -Attendance reports -Deans meeting minutes 	<p>know that we will follow up with actions to help support them.</p> <ul style="list-style-type: none"> -We also made this a priority in the timetable. Student leaders were proactive in helping support wellbeing initiatives and actions to help support students. -The student Skylight survey is completed annually with our year 9 cohort in their Health class, the difference we can see is that students are increasingly needing a range of supports for complex needs. We are continuing to work on a whole school approach to wellbeing and targeting extra support as required as well as looking at further support for preventative programmes, Alternative Education, PB4L, Interim Response Funding support, Pastoral time, Teacher Aid assistance. 	<p>remind staff of targets and planned areas to support student wellbeing.</p> <ul style="list-style-type: none"> -Staff leaders of curriculum develop targets within their own areas of responsibility. -We will continue to use data to support our actions and will look critically at the amount of requests for information. -We are currently involved in the MOE Rangatahi Youth Wellbeing survey in Otago and this will follow the Year 10 group through school 2025 and beyond. This provides some new data and funding support to the school.
<p>Action 2 Leadership</p> <ul style="list-style-type: none"> -Regular meeting times -Training professional development -Regional coordinator networking and support -Staff aware of systems -Rewards system monitored and developed -Restorative Practices further embedded -Analysis of RP room data -Student leaders support positive culture through Friday assemblies and theme days 	<ul style="list-style-type: none"> -Staff engagement in wellbeing initiatives for staff promoted by staff -Information in newsletter supports -Assembly items and whole school information. -Encouraging student leadership eg anti-vaping -Promotion of whole school wellbeing days eg pink shirt, rainbow, mental health awareness -Speakers to school and community promoted 	<ul style="list-style-type: none"> -Strategic planning meeting discussions and evidence provided in report at SLT regular meetings. -Assembly messages -Staff meetings -Communication to staff and whanau -Theme weeks -Board of Trustees initiatives. -Newsletter items -links - Observation -Data from communication systems, 		<ul style="list-style-type: none"> -Establish Tupulaga group -Year 13 leaders to continue to be supported to develop leadership skills and plan assemblies and theme days -The next stage is to continue to develop the positive culture and embed the good practice which has been developed. -The school continues to seek new opportunities

	<ul style="list-style-type: none"> -Bullying prevention initiatives and staff meeting 24/06, student leadership -Matariki celebrations -PB4L committeeRegular meeting times -Training professional development offered to staff -Regional coordinator networking and support -Staff aware of systems, staff manual -Rewards system monitored and developed -Restorative Practices further embedded as part of supporting a positive culture 	-Reports to BOT and Principal		<ul style="list-style-type: none"> -New staff in 2025 will bring further ideas. -Wellbeing has been a focus within 2024 curriculum review documents, this may help identify any student/teacher needs heading into 2025 -Department reviews may provide some evaluation into needs of different departments, new programmes will need budgeting support, staff will require support for developments within their roles -New student orientation and enrolment procedures -Develop student leadership, staff leadership and whole school approach. -Deans moving with year levels 9-12 -Policy development, new format with school docs and development of systems/ policies to support
Action 3 Programmes <ul style="list-style-type: none"> -Proactive programmes to support wellbeing, -Speaker presentations -Peer Support programme and Student leadership -Mentoring -Careers development resources shared, dates and website, -Information out to staff Employee Assistance Programme 	<ul style="list-style-type: none"> -Term 1-4 communications with a wellbeing focus from staff, newsletter, facebook, magazine, assembly messages -Term 1-4 investigation of programmes and activities to support students and staff eg good to great, mental health foundation -Continuation of programmes such as Travellers to build resilience term 2, skylight data was analyzed students at risk identified for the programme 	SLT documentation Department planning Strategic planning docs	The PB4L and mentoring systems have been implemented for a number of years now and may need a review and a refresh to ensure that it is continuing to support our goals.	<ul style="list-style-type: none"> -We will continue to investigate programmes and professional development to support our students and staff. -Promotion of Mataranga Maori -Workshops that support wellbeing such Loves Me Not and Travellers to continue -Programmes such as Health support our values -Departments can budget for and support wellbeing in ways that support students and staff in curriculum areas

	<ul style="list-style-type: none"> -Feedback from Matariki celebrations positive aspects of school provided. -Lunchtime activities offered eg Council sport's week, poppy making, debating, QSA, orchestra, film club. 			<ul style="list-style-type: none"> -Seeking out new programmes and opportunities that support our wellbeing focus. -New programme/ support for Pasifika students -Planning for new wharehau well underway
Action 4 Professional Development <ul style="list-style-type: none"> -Training opportunities are promoted to staff as they come into the school 	<ul style="list-style-type: none"> -Sharing of PD opportunities trauma informed -Restorative Practices Training -Autism Training -Child Matters trainings -Mental Health Awareness week -Peer Support -John Kirwan -PB4L facilitator -Cellphone policy -Wellbeing support for staff eg - Funded flu jabs, -Care and Protection policy updated, new risk assessment doc for appointments -PB4L staff items -Care and Protection -Staff meetings -Attendance meetings 	<ul style="list-style-type: none"> -Professional development records -Staff meeting records 	Staff are increasingly taking up professional development opportunities which is very positive	<ul style="list-style-type: none"> -Continued professional development in areas that support a positive school culture -Complete applications for funding to further support students and whanau -Continue with Matauranga Maori and other professional development contracts. -Waiata and Haka are further embedded
Action 5 Anti-bullying <ul style="list-style-type: none"> -Positive behaviour is promoted through PB4L system -Programmes such as peer support, health programmes, Police education promote our values and encourage respectful behaviour. -Bullying prevention and response policy and procedure shared with community annually and available on website. -Communications such as newsletter items regarding supports and people that may be approached when there are concerns. 	<ul style="list-style-type: none"> -Anti Bullying messages,assembly, Newsletter, staff mentoring, briefings -Information and webinars shared with staff and parent/whanau -Staff and students reminded about expectations -SLT and Board discussions -Peer support programmes -Mentoring and whanau group supports -Newsletter items student support, procedures 	<ul style="list-style-type: none"> Board reports Briefing minutes Staff meeting minutes Head of Department minutes SLT minutes Newsletters Facebook posts Community Consultations Surveys Observations Professional discussion 	<ul style="list-style-type: none"> -There has been an increase in positive behaviour being reinforced shown through our PB4L system and assemblies, praise is frequent. -Our data tells us that students find some spaces in the school areas that they are concerned about and we are taking actions to support 	<ul style="list-style-type: none"> -Review of policy and procedures re school docs -Continue to liaise with agencies such as Police to support anti bullying work -Continue with whole school approach -Senior leaders have allocated year groups -Deans Year 9-12 continue with group

	-Deans and learning team meetings			
Action 6 Supportive working conditions -Wellbeing protocols -Timetabling arrangements -Wellbeing updates -Promotion of employee assistance programme -Newsletter items, assembly messages and messages to staff and community	-Health and Safety -Staff supported to raise issues -Ongoing korero -Work room developments -Promotion of EAP and supports -BOT supported staff with vouchers reinforcing 5 ways to wellbeing	-Feedback systems for staff such as Professional learning groups -SLT and BOT reporting -Health and Safety committee documentation		-Explore flexible timetable structures to support personalising learning -Planning for new work spaces for staff and wharehau -Policy and procedures updated -Whanau and Tupulaga groups -Vape detectors installed and actions -Board of Trustee support of staff actions eg previous vouchers

Strategic Goal 4:
 Improve student achievement in Literacy and Numeracy so that students are well placed to be successful in the CAA as they progress through the senior school

Annual Target/Goal:
As per the annual implementation plan

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1 1. Prepare students for the CAA assessments. In Y10 the vast majority attempt the CAA's as part of a possible two year journey.	In 2024 43% of Y10 gained Literacy through CAA's In 2024 38% of Y10 gained Numeracy through the CAA's	Results from CAA's	This was the first year of Y10 only having CAA as a means of gaining Literacy or Numeracy so this is baseline date.	To accelerate achievement we will promote CAA's more strongly to those students who we believe are capable but not taking the assessment seriously
Action 2 2. Students in Y11 attempt CAA's and / or complete subjects with Literacy and Numeracy available	90% of this cohort have literacy 82% of this cohort have numeracy	Data from KAMAR. It is difficult to drill down into how this was specifically achieved given the nature of the assessment for this cohort. For example, there were 11 different routes to gaining literacy.	In line with previous achievement given we did not have the opportunity to use an outside provider for Core Generic credits.	Now that the possible methods of gaining Literacy and Numeracy are more streamlined we will be focused on CAA's for Y10 and Y11. In addition we will be focused on providing courses and additional courses with literacy and numeracy as a focus.
Action 3 3. Individualise opportunities for Y12 and Y13 students without Literacy or Numeracy	Identification of students without Literacy and Numeracy, in particular with reference to ESOL students, and optimise pathways for achievement.	Individualised pathways	Changing demographic of senior students arriving as ESOL students. No longer have the opportunity to use an outside provider for Core Generic credits.	Continue to provide individual pathways. Increase opportunities for senior to attempt CAA's and have preparation time for this.

Evaluation and analysis of the school's students' progress and achievement

Junior school achievement

In the junior school achievement and learning is on track in inline with national expectations for performance. There are some specific areas where there has been some areas which are worth specific notification:

In Maths:

- Maori have achieved at comparable rates to non Maori at Y10
- Male students performed better at Y9 than female students in the higher grades (5B) at Y9 This trend continues in Y10 but girls rate of achievement is catching the boys.

In English:

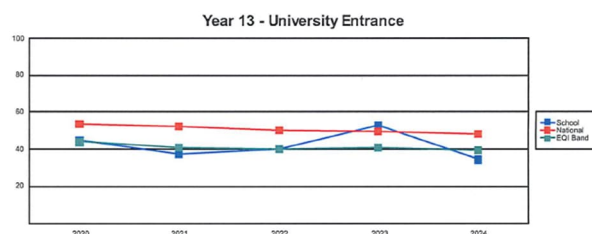
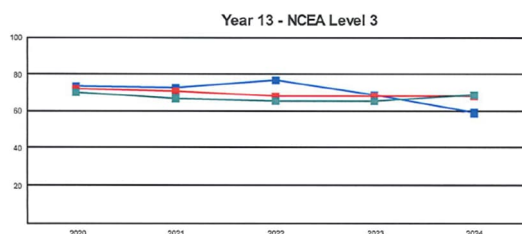
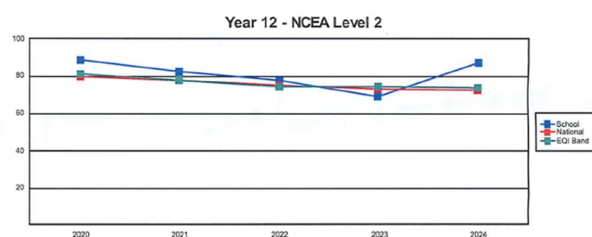
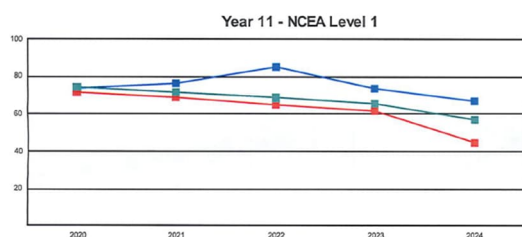
- Year 10 achievement shows that 25% of the cohort have achieved at 5P or above by the end of Y10. NCEA L1 requires students to be at 6P
- By the start of 2025, 80% of the Y10 cohort were at 4A so their trajectory is to continue to advance and we could expect good rates of achievement in CAA's in 2025-26

In general:

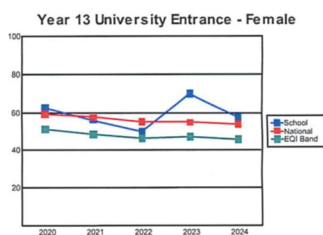
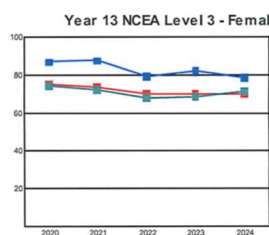
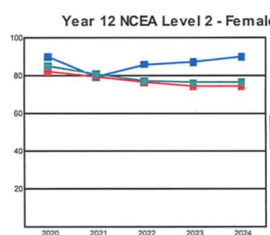
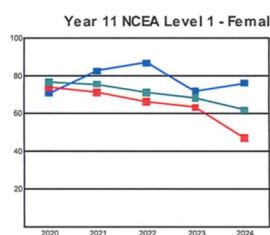
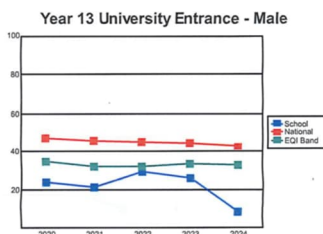
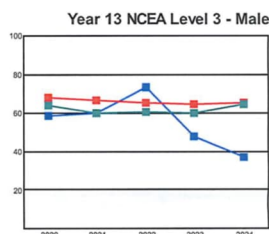
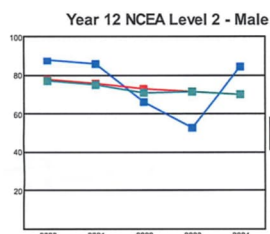
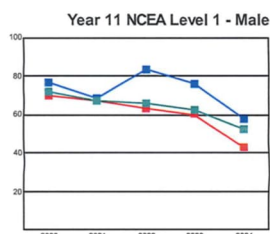
- Students are making satisfactory progress in achievement.
- Growing Pasifika population does require a focus on teaching and learning to cater for the needs of these learners and plans are in place for the start of 2025 to better meet the needs of our Pasifika students.

Senior school achievement

- Senior students continue to achieve above national means at NCEA L1 and L2.

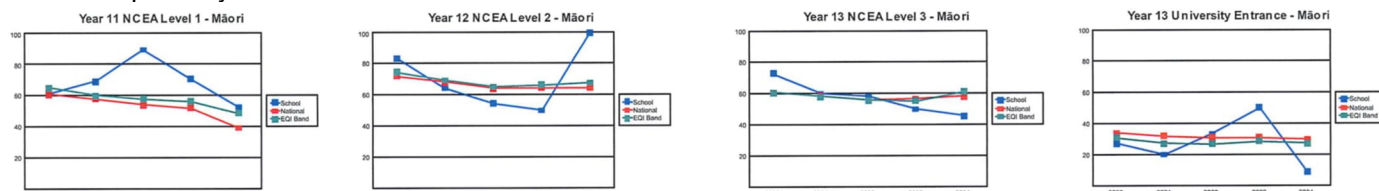


- NCEA L3 student are not performing at the national mean but this may due to more varied pathways beyond secondary education. Typically female students are at or above the national mean at L3 whilst males may opting for vocational pathways. A similar trend is noted for University entrance.



- Maori student achievement continue to be above national means at NCEA L1 and 2. However fewer students wish to follow through with NCEA L3 or UE. Once again this is as a result of students working more towards

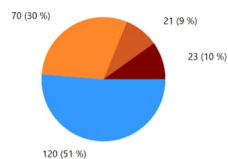
vocational pathways.



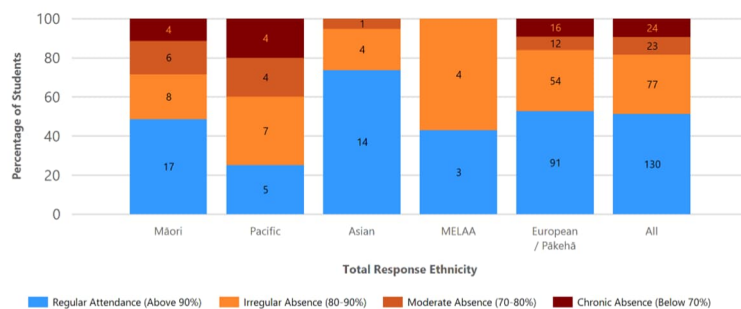
Student attendance

- Attendance at school has improved with over 50% of the students attending at least 90% of the time.
- Approximately 80% of the students have an attendance rate of 80% or better. Worth noting that the greatest reason for absence is for illness/medical reasons.

How many students are in each student attendance category?



- Attendance for Maori learners is comparable to Pakeha with a very similar distribution.



How we have given effect to Te Tiriti o Waitangi

The school has engaged in professional development to support the development of Mana Orite o Matauranga Maori supported by an external provider. The benefit and outcome of this work is partially detailed in the AoV Strategic Goal 1, Incorporation of Mana Orite o Matauranga Maori in teaching and learning programmes.

Furthermore the school has worked to include tikanga maori aspects into everyday activities of the school. For example karakia at the start and close of meetings and whole school assemblies, appropriate greetings and the use of mihi as well as the incorporation of Te Reo Maori into the instructional activities of the school.

The school also has a thriving kapa haka group who have grown significantly in number in recent years and are very accomplished in their performances such that they are requested to attend community events.

There is increased acceptance of tikanga maori and appreciation for meaning as well as participation. For example attendance for cultural competition is improved and participation and performance has grown over the years.

This has resulted in improved engagement, attendance and NCEA results for maori learners.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Focus on wellbeing is for staff and students. Regular health and safety meetings to raise concerns and discuss and implement solutions where appropriate. Regular reporting is made to the Board
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	The school adheres to it's policy and procedure and works to ensure that the best people are recruited to the school regardless of gender, ethnicity etc.
How do you practise impartial selection of suitably qualified persons for appointment?	For appointments to the school a selection panel reviews applicants to ensure that the best person for the position is recruited and candidates strengths and weaknesses are discussed to ensure that appointments meet appropriate criteria.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	Whanau hui have been conducted which have sought feedback and suggestions of future goals/activities. The appointment of a new Deputy Principal has boosted participation with our Maori (and Pasifika) communities
How have you enhanced the abilities of individual employees?	Through the involvement of the professional growth cycle teachers are supported to identify areas for development and resources are provided to support personalised growth. Conscious efforts are made to ensure that individuals that aspire to leadership are provided with appropriate opportunities to lead and grow within the profession.
How are you recognising the employment requirements of women?	The school does provide leadership opportunities for women and the senior leadership team demonstrates the opportunity for professional growth for women
How are you recognising the employment requirements of persons with disabilities?	The school actively supports staff with disabilities to ensure that they are able to participate in the wider life of the school

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?		No
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		No
Does your EEO programme/policy set priorities and objectives?	Yes	

Report on other special and contestable funding (required)

IRF funding used to target specific students to promote engagement and participation in education or to meet specific needs.

Engagement funding used to remove barriers to participate in education such as:

- Provision of uniforms
- Provision of device to support learning
- Acknowledgements for excellent attendance rates



SOUTH OTAGO HIGH SCHOOL

30th October 2024

Re: Kiwisport Funding 2024

Kiwisport is a government funding initiative to support students' participation in organised sport. During 2024 the school received total Kiwisport funding of \$13,193.83 (excluding GST). The funding was spent on the employment of a Sports Coordinator who is employed for 25 hours per week during school term time.

MIKE WRIGHT
Principal

SOUTH OTAGO HIGH SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 393

Principal: Mike Wright

School Address: 40 Frances Street, Rosebank, Balclutha 9230

School Phone: 03 418 0517

School Email: office@sohs.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

SOUTH OTAGO HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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South Otago High 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.

Bronwyn Campbell
Full Name of Presiding Member


Signature of Presiding Member

02-05-2025
Date:

Michael Thomas Wright
Full Name of Principal


Signature of Principal

30-05-25
Date:

South Otago High School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Bronwyn Campbell	Presiding Member	Elected	Sep 2025
Mike Wright	Principal	ex Officio	
Angela Ferguson	Parent Representative	Selected	Sep 2025
Louise Simpson	Parent Representative	Elected	Sep 2025
Michael Beeby	Staff Representative	Elected	Sep 2025
Claire Cooper	Parent Representative	Elected	Oct 2026
Leon Kana	Parent Representative	Elected	Oct 2026
Hadley Lowery	Student Representative	Elected	Oct 2024
Elri Geldenhuys	Student Representative	Elected	Sep 2025

South Otago High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	7,675,170	6,723,653	7,138,000
Locally Raised Funds	3	960,284	827,940	868,984
Interest		223,745 A	76,200	160,608
Gain on Sale of Property, Plant and Equipment		400	-	-
Total Revenue		8,859,599	7,627,793	8,167,592
Expense				
Locally Raised Funds	3	522,259	420,330	459,780
Learning Resources	4	5,365,113	5,062,995	4,984,106
Administration	5	495,770	441,650	403,233
Interest		4,556	20	2,794
Property	6	1,892,564	1,533,464	1,740,774
Loss on Disposal of Property, Plant and Equipment		3,325	2,500	7,039
Total Expense		8,283,587	7,460,959	7,597,726
Net Surplus for the year		576,012	166,834	569,866
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		576,012	166,834	569,866

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

South Otago High 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		3,465,955	3,465,955	2,817,010
Total comprehensive revenue and expense for the year		576,012	166,834	569,866
Contribution - Furniture and Equipment Grant		-	-	79,079
Equity at 31 December		4,041,967	3,632,789	3,465,955
Accumulated comprehensive revenue and expense		4,041,967	3,632,789	3,465,955
Equity at 31 December		4,041,967	3,632,789	3,465,955

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.

South Otago High School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,543,890	1,508,064	1,245,304
Accounts Receivable	8	484,774	466,660	466,660
GST Receivable		34,517	20,232	20,232
Prepayments		22,565	29,239	29,239
Investments	9	2,665,020 A	2,258,012	2,258,012
Funds Receivable for Capital Works Projects	16	-	2,088	2,088
		4,750,766	4,284,295	4,021,535
Current Liabilities				
Accounts Payable	11	532,681	681,181	681,181
Revenue Received in Advance	12	79,627	120,847	120,847
Provision for Cyclical Maintenance	13	247,661	269,161	269,161
Finance Lease Liability	14	24,558	17,255	17,255
Funds held in Trust	15	154,401	92,853	92,853
Funds held for Capital Works Projects	16	482,137 A	202,546	202,546
Funds Held on Behalf of the ALLis Cluster	17	-	46,534	46,534
Funds Held on Behalf of the Bi Cultural Support Worker Cluster	18	-	(2,842)	(2,842)
		1,521,065	1,427,535	1,427,535
Working Capital Surplus		3,229,701	2,856,760	2,594,000
Non-current Assets				
Property, Plant and Equipment	10	1,124,461 A	1,200,820	1,174,520
		1,124,461	1,200,820	1,174,520
Non-current Liabilities				
Provision for Cyclical Maintenance	13	286,895	408,817	286,591
Finance Lease Liability	14	25,300	15,974	15,974
		312,195	424,791	302,565
Net Assets		4,041,967	3,632,789	3,465,955
Equity		4,041,967	3,632,789	3,465,955

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

South Otago High School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,271,335	2,108,674	1,951,023
Locally Raised Funds		869,712	737,940	746,602
International Students		89,222	90,000	124,061
Goods and Services Tax (net)		(14,285)	-	(6,723)
Payments to Employees		(950,468)	(986,609)	(732,097)
Payments to Suppliers		(1,841,727)	(1,511,125)	(1,225,897)
Interest Paid		(4,556)	(20)	(2,794)
Interest Received		202,877	76,200	129,578
Net cash from Operating Activities		622,110	515,060	983,753
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		400	-	-
Purchase of Property Plant & Equipment		(133,606)	(252,300)	(329,631)
Purchase of Investments		(407,008)	-	(559,591)
Net cash (to) Investing Activities		(540,214)	(252,300)	(889,222)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	79,079
Finance Lease Payments		(13,937)	-	(29,410)
Funds Administered on Behalf of Other Parties		230,627	-	295,391
Net cash from Financing Activities		216,690	-	345,060
Net increase in cash and cash equivalents		298,586	262,760	439,591
Cash and cash equivalents at the beginning of the year	7	1,245,304	1,245,304	805,713
Cash and cash equivalents at the end of the year	7	1,543,890	1,508,064	1,245,304

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.

South Otago High School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

South Otago High 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 23b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks. The carrying amount of cash and cash equivalents represent fair value.

1.7. Accounts Receivable

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

1.8. 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.

1.9. 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:

Buildings	10-40 years
Building Improvements	10-40 years
Furniture and Equipment	3-40 years
Information and Communication Technology	3-20 years
Motor Vehicles	5-10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

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

1.13. Revenue Received in Advance

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

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

1.14. Funds Held in Trust

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

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

1.15. Funds held for Capital Works

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

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

1.16. 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.

1.17. 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, the School's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.18. Financial Instruments

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

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

1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Government Grants - Ministry of Education	2,247,476	2,069,674	1,948,446
Teachers' Salaries Grants	4,085,800	3,638,491	3,913,319
Use of Land and Buildings Grants	1,297,887	976,488	1,234,746
Other Government Grants	44,007	39,000	41,489
	<u>7,675,170</u>	<u>6,723,653</u>	<u>7,138,000</u>

3. Locally Raised Funds

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

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Revenue			
Donations and Bequests	262,385	120,300	98,192
Fees for Extra Curricular Activities	234,773	178,900	281,704
Trading	286,270	188,500	221,078
Fundraising and Community Grants	3,960	7,000	73,677
Other Revenue	59,334	243,240	114,206
International Student Fees	113,562	90,000	80,127
	<u>960,284</u>	<u>827,940</u>	<u>868,984</u>
Expenses			
Extra Curricular Activities Costs	227,189	184,730	207,936
Trading	253,209	204,100	228,464
Other Locally Raised Funds Expenditure	13,836	-	-
International Student - Employee Benefit - Salaries	-	2,200	-
International Student - Other Expenses	28,025	29,300	23,380
	<u>522,259</u>	<u>420,330</u>	<u>459,780</u>
<i>Surplus for the year Locally raised funds</i>	<u>438,025</u>	<u>407,610</u>	<u>409,204</u>

4. Learning Resources

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Curricular	382,497	491,075	357,609
Information and Communication Technology	59,944	59,700	52,830
Employee Benefits - Salaries	4,620,498	4,223,500	4,297,719
Other Learning Resources	5,243	4,500	2,661
Staff Development	72,692	58,220	49,885
Depreciation	224,239	226,000	223,402
	<u>5,365,113</u>	<u>5,062,995</u>	<u>4,984,106</u>

5. Administration

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Audit Fees	15,967	6,500	7,630
Board Fees and Expenses	5,298	18,950	15,913
Operating Leases	14,943	37,000	13,640
Other Administration Expenses	164,825	90,900	97,664
Employee Benefits - Salaries	224,210	229,400	209,564
Insurance	49,907	40,400	39,086
Service Providers, Contractors and Consultancy	20,620	18,500	19,736
	<u>495,770</u>	<u>441,650</u>	<u>403,233</u>

6. Property

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Consultancy and Contract Services	53,571	63,000	54,925
Cyclical Maintenance	107,844	122,226	75,348
Heat, Light and Water	112,451	65,400	101,717
Rates	2,488	1,500	1,324
Repairs and Maintenance	67,857	91,500	49,745
Use of Land and Buildings	1,297,887	976,488	1,234,746
Other Property Expenses	79,522	43,350	52,840
Employee Benefits - Salaries	170,944	170,000	170,129
	<u>1,892,564</u>	<u>1,533,464</u>	<u>1,740,774</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	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Bank Accounts	1,543,890	1,508,064	1,245,304
Cash and Cash Equivalents for Statement of Cash Flows	<u>1,543,890</u>	<u>1,508,064</u>	<u>1,245,304</u>

Of the \$1,543,890 Cash and Cash Equivalents, \$482,137 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,543,890 Cash and Cash Equivalents, \$11,735 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$1,543,890 Cash and Cash Equivalents, \$16,050 of Other Revenue in Advance is held by the School, as disclosed in note 12.

Of the \$1,543,890 Cash and Cash Equivalents, \$51,842 of International Student Fees in advance is held by the School, as disclosed in note 12.

Of the \$1,543,890 Cash and Cash Equivalents, \$154,401 of Funds Held in Trust is held by the School, as disclosed in note 15.

8. Accounts Receivable

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Receivables	27,214	61,250	61,250
Receivables from the Ministry of Education	7,930	20,584	20,584
Interest Receivable	77,265	56,397	56,397
Teacher Salaries Grant Receivable	372,365	328,429	328,429
	<u>484,774</u>	<u>466,660</u>	<u>466,660</u>
Receivables from Exchange Transactions	104,479	117,647	117,647
Receivables from Non-Exchange Transactions	380,295	349,013	349,013
	<u>484,774</u>	<u>466,660</u>	<u>466,660</u>

9. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	2,665,020	2,258,012	2,258,012
Total Investments	<u>2,665,020</u>	<u>2,258,012</u>	<u>2,258,012</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	440,603	17,645	-	-	(36,424)	421,824
Furniture and Equipment	370,396	57,362	(1,767)	-	(51,733)	374,258
Information and Communication Technology	186,442	17,349	(704)	-	(66,048)	137,039
Motor Vehicles	121,369	-	-	-	(38,313)	83,056
Leased Assets	33,922	43,899	-	-	(28,809)	49,012
Library Resources	21,788	2,365	(854)	-	(2,912)	20,387
Work in Progress	-	38,885	-	-	-	38,885
Balance at 31 December 2024	1,174,520	177,505	(3,325)	-	(224,239)	1,124,461

The net carrying value of furniture and equipment held under a finance lease is \$49,012 (2023: \$33,922)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,128,362	(706,538)	421,824	1,110,716	(670,113)	440,603
Furniture and Equipment	1,689,423	(1,315,165)	374,258	1,636,063	(1,265,667)	370,396
Information and Communication Technology	803,815	(666,776)	137,039	787,766	(601,324)	186,442
Motor Vehicles	310,646	(227,590)	83,056	310,645	(189,276)	121,369
Leased Assets	81,714	(32,702)	49,012	79,874	(45,952)	33,922
Library Resources	101,219	(80,832)	20,387	102,887	(81,099)	21,788
Work in Progress	38,885	-	38,885	-	-	-
Balance at 31 December	4,154,064	(3,029,603)	1,124,461	4,027,951	(2,853,431)	1,174,520

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	112,553	254,522	254,522
Accruals	15,750	32,629	32,629
Employee Entitlements - Salaries	395,397	368,456	368,456
Employee Entitlements - Leave Accrual	8,981	25,574	25,574
	532,681	681,181	681,181
Payables for Exchange Transactions	532,681	681,181	681,181
	532,681	681,181	681,181

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	11,735	17,569	17,569
International Student Fees in Advance	51,842	76,182	76,182
Other Revenue in Advance	16,050	27,096	27,096
	79,627	120,847	120,847

13. Provision for Cyclical Maintenance

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Provision at the Start of the Year	555,752	555,752	480,404
Increase to the Provision During the Year	99,365	122,226	95,240
Use of the Provision During the Year	(129,040)	-	-
Other Adjustments	8,479	-	(19,892)
Provision at the End of the Year	534,556	677,978	555,752
Cyclical Maintenance - Current	247,661	269,161	269,161
Cyclical Maintenance - Non current	286,895	408,817	286,591
	534,556	677,978	555,752

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

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	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
No later than one year	27,856	19,211	19,211
Later than One Year	26,806	16,996	16,996
Future Finance Charges	(4,804)	(2,978)	(2,978)
	49,858	33,229	33,229
Represented by:			
Finance lease liability - Current	24,558	17,255	17,255
Finance lease liability - Non-current	25,300	15,974	15,974
	49,858	33,229	33,229

15. Funds Held in Trust

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	154,401	92,853	92,853
	154,401	92,853	92,853

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expenses of the School and therefore are not included in the Statement of Comprehensive Revenue and Expense.

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Ring Water Main #222859	5,588	-	(5,588)	-	-
Block D Modification Accessibility #219244	196,958	1,452,149	(1,377,247)	-	271,860
D Block Roof, Upper Windows #216037	(2,088)	250,000	(37,635)	-	210,277
Totals	200,458	1,702,149	(1,420,470)	-	482,137

Represented by:

Funds Held on Behalf of the Ministry of Education 482,137

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Ring Water Main #222859	5,588	-	-	-	5,588
Block D Modification Accessibility #219244	10,456	1,000,000	(813,498)	-	196,958
Gymnasium Entrance & Internal Maintenance # 211916	(45,414)	48,414	(3,000)	-	-
D Block Roof, Upper Windows #216037	-	26,821	(28,909)	-	(2,088)
Totals	(29,370)	1,075,235	(845,407)	-	200,458

Represented by:

Funds Held on Behalf of the Ministry of Education	202,546
Funds Receivable from the Ministry of Education	(2,088)

17. Funds Held on Behalf of the ALLis Cluster

South Otago High School is the lead school and holds funds on behalf Asian Language Learning in School's Programme (ALLis).

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	46,534	46,534	46,534
Funds Spent on Behalf of the Cluster	(46,534)	-	-
Funds Held at Year End	-	46,534	46,534

South Otago High School signed a funding agreement with the Ministry in September 2016, for the set up & provision of Asian language teaching in the South Otago area. Cluster Schools include Balclutha School (3710), Clinton School (3723), Clutha Valley (3724), Milton School (3772), Romahapa School (3811), Rosebank School (Balclutha) (3812), Stirling School (3836), St Joseph's School (Balclutha) (3826), St Mary's School (Milton) (3831), The Catlins Area School (0394), Tokoiti School (3845), Tokomairiro High School (0392) and Waiwera South School (3858).

18. Funds Held on Behalf of the Bi Cultural Support Worker Cluster

South Otago High School was the lead school and holds funds on behalf of the Bi Cultural Support Worker cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	(2,842)	(2,842)	10,170
Funds Received from Cluster Members	-	-	2,870
Funds Spent on Behalf of the Cluster	2,842	-	(15,882)
Funds Held at Year End	-	(2,842)	(2,842)

19. 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.

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals, Assistant Principal, Senior Leadership Support.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,248	4,380
<i>Leadership Team</i>		
Remuneration	710,268	684,732
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	714,516	689,112

There are seven members of the Board excluding the Principal. The Board had held ten full meetings of the Board in the year. The Board also has five Finance and five Property members. They meet monthly, the week prior to the Board meetings. 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	190 - 195	185 - 190
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	6.00	5.00
110 - 120	8.00	9.00
120 - 130	4.00	6.00
140 - 150	1.00	6.00
	19.00	20.00

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

21. 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 the number of persons to whom all or part of that total was payable was as follows:

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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement 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.

23. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$1,205,861 (2023:\$374,809) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Block D Modification Accessibility - 219144	\$ 632,767
D Block Roof, Upper Windows - 216037	498,422
BOT Funded A:Workroom/Staffroom upgrade in Block A	74,672
Total	1,205,861

The Board receives funding from the Ministry of Education for Capital Works (except for the 'BOT Funded A: Workroom/Staffroom Upgrade in Block A' project) which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024 the Board has entered into no contracts.

(Operating commitments at 31 December 2023: nil)

24. 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	1,543,890	1,508,064	1,245,304
Receivables	484,774	466,660	466,660
Investments - Term Deposits	2,665,020	2,258,012	2,258,012
Total Financial assets measured at amortised cost	<u>4,693,684</u>	<u>4,232,736</u>	<u>3,969,976</u>

Financial liabilities measured at amortised cost

Payables	532,681	681,181	681,181
Finance Leases	49,858	33,229	33,229
Total Financial liabilities measured at amortised Cost	<u>582,539</u>	<u>714,410</u>	<u>714,410</u>

25. Events After Balance Date

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

26. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SOUTH OTAGO HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of South Otago High School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 3 to 18, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the Statement of Responsibility, Members of the Board, Presiding Member/ Principal's Report, Statement of Variance, Evaluation of the school's students' progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of compliance with employment policy, Kiwisport funding, and Report on Other Special and Contestable Funding, 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.



Aaron Higham
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand