

TE ARA KOROPIKO WEST SPREYDON SCHOOL

Annual Financial Statements For the year ended 31 December 2024

Ministry Number: 3588
Principal: Marriene Langton
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Members of the Board of Trustees

Name	Ceased
Abbey Parsons	Dec-24
Miriam Marshall	
Marina Shehata	
Jodi Aplata	
Shailesh Singh	
Julia Mallett	
Andy Dumbleton	
Marriene Langton - Principal	

The term finishes except for the principal in September 2025.

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Te Ara Koropiko West Spreydon 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.

Miriam Marshall

Full Name of Presiding Member

Marriene Elizabeth Langton

Full Name of Principal

m Marshall

Signature of Presiding Member

M. E. Langton

Signature of Principal

6/6/25

Date:

06.06.2025.

Date:

Te Ara Koropiko West Spreydon 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	3,244,481	3,070,482	2,871,206
Locally Raised Funds	3	53,243	3,000	58,553
Interest		41,513	18,000	25,014
		<u>3,339,237</u>	<u>3,091,482</u>	<u>2,954,773</u>
Expenses				
Locally Raised Funds	3	46,003	28,500	36,115
Learning Resources	4	2,057,595	1,961,804	1,858,599
Administration	5	160,278	174,900	155,060
Interest		843	-	497
Property	6	943,700	928,776	908,680
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>3,208,419</u>	<u>3,093,980</u>	<u>2,958,951</u>
Net Surplus / (Deficit)		130,818	(2,498)	(4,178)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>130,818</u>	<u>(2,498)</u>	<u>(4,178)</u>

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

Te Ara Koropiko West Spreydon School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Actual 2024 \$	Budget (Unaudited) 2024 \$	Actual 2023 \$
Balance at 1 January	<u>1,443,674</u>	<u>1,443,674</u>	<u>1,447,852</u>
Total comprehensive revenue and expense for the year	130,818	(2,498)	(4,178)
Owner transactions			
Contribution - Furniture and Equipment Grant	28,700	-	-
Equity at 31 December	<u>1,603,192</u>	<u>1,441,176</u>	<u>1,443,674</u>
Accumulated comprehensive revenue and expense	1,603,192	1,441,176	1,443,674
Reserves	-	-	-
Equity at 31 December 2024	<u>1,603,192</u>	<u>1,441,176</u>	<u>1,443,674</u>

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.

Te Ara Koropiko West Spreydon 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	530,003	80,903	75,866
Accounts Receivable	8	161,206	155,000	118,084
GST Receivable		-	10,000	12,985
Prepayments		7,792	10,000	19,896
Investments	9	539,756	420,000	399,331
		<u>1,238,757</u>	<u>675,903</u>	<u>626,162</u>
Current Liabilities				
GST Payable		8,645	-	-
Accounts Payable	11	184,058	173,000	135,112
Revenue Received in Advance	12	-	25,000	43,273
Finance Lease Liability - Current Portion	14	6,675	4,000	4,791
Funds Held for Capital Works Projects	15	406,744	-	-
		<u>606,122</u>	<u>202,000</u>	<u>183,176</u>
Working Capital Surplus or (Deficit)		632,635	473,903	442,986
Non-current Assets				
Property, Plant and Equipment	10	1,058,320	1,046,023	1,063,023
		<u>1,058,320</u>	<u>1,046,023</u>	<u>1,063,023</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	75,670	71,750	56,750
Finance Lease Liability	14	12,093	7,000	5,585
		<u>87,763</u>	<u>78,750</u>	<u>62,335</u>
Net Assets		<u>1,603,192</u>	<u>1,441,176</u>	<u>1,443,674</u>
Equity		<u>1,603,192</u>	<u>1,441,176</u>	<u>1,443,674</u>

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

Te Ara Koropiko West Spreydon School

Statement of Cash Flows

For the year ended 31 December 2024

	2024	2024	2023
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	763,780	620,482	674,216
Locally Raised Funds	53,243	3,000	58,553
Goods and Services Tax (net)	21,630	2,985	5,215
Payments to Employees	(332,722)	(297,376)	(316,656)
Payments to Suppliers	(253,794)	(282,192)	(366,212)
Interest Received	42,320	19,456	20,788
Net cash from / (to) the Operating Activities	294,457	66,355	75,904
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and Intangibles)	(85,391)	(20,000)	(55,799)
Purchase of Investments	(140,425)	(20,669)	(29,623)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	(225,816)	(40,669)	(85,422)
Cash flows from Financing Activities			
Contribution by the Ministry of Education - Furniture and Equipment	28,700	-	-
Finance Lease Payments	(6,675)	(2,376)	(7,269)
Funds Administered on Behalf of Third Parties	363,471	(18,273)	16,516
Net cash from Financing Activities	385,496	(20,649)	9,247
Net Increase/(decrease) in cash and cash equivalents	454,137	5,037	(271)
Cash and cash equivalents at the beginning of the year	75,866	75,866	76,137
Cash and cash equivalents at the end of the year	530,003	80,903	75,866

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

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

Te Ara Koropiko West Spreydon School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2024

a) Reporting Entity

Te Ara Koropiko West Spreydon School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

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.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

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) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

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

i) 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.

j) 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 funded 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

	Years
Building improvements – Crown	40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leased	3
Library resources	10

k) Impairment of property, plant, and equipment and intangible assets

West Spreydon 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. 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.

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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received In Advance

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

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

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.

p) Financial Instruments

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

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.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Funds held for Capital works

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

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

s) 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.

t) Budget Figures

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

u) 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	735,687	620,482	636,007
Teachers' Salaries Grants	1,717,304	1,700,000	1,541,624
Use of Land and Buildings Grants	759,145	750,000	677,932
Other Government Grants	32,345	-	15,643
	3,244,481	3,070,482	2,871,206

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 & Bequests	10,995	-	22,712
Fees for Extra Curricular Activities	39,785	3,000	34,466
Trading	2,463	-	1,375
	53,243	3,000	58,553
Expenses			
Extra Curricular Activities Costs	42,907	28,500	33,883
Trading	3,096	-	2,232
	46,003	28,500	36,115
Surplus for the year Locally raised funds	7,240	(25,500)	22,438

4 Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	45,622	38,804	38,749
Employee Benefits - Salaries	1,886,496	1,835,000	1,694,334
Staff Development	29,526	48,000	25,867
Depreciation	95,751	40,000	99,649
	2,057,595	1,961,804	1,858,599

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	9,242	6,200	5,788
Board of Trustees Fees	3,295	5,000	3,350
Board of Trustees Expenses	4,647	6,200	4,890
Communication	6,378	8,200	6,423
Consumables	6,542	12,500	8,775
Staff Expenses	12,849	20,850	11,483
Other	21,228	22,950	17,106
Employee Benefits - Salaries	96,097	93,000	97,245
	160,278	174,900	155,060

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Caretaking and Cleaning Consumables	5,735	5,500	12,003
Cyclical Maintenance Provision	18,920	15,000	56,750
Grounds	6,212	6,500	5,918
Heat, Light and Water	45,748	40,000	48,133
Rates	12,117	13,000	10,769
Repairs and Maintenance	27,094	25,776	29,637
Use of Land and Buildings - Non-Integrated	759,145	750,000	677,932
Employee Benefits - Salaries	68,729	73,000	67,538
	<u>943,700</u>	<u>928,776</u>	<u>908,680</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 \$
Cash on Hand	500	500	500
Bank Accounts	529,503	80,403	75,366
Short-term Bank Deposits	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>530,003</u>	<u>80,903</u>	<u>75,866</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value. Of the \$554,686 Cash and Cash Equivalents, \$406,743 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 \$
Debtor Ministry of Education	3,409	-	-
Interest Accrued	5,649	5,000	6,456
Teacher Salaries Grant Receivable	152,148	150,000	111,628
	<u>161,206</u>	<u>155,000</u>	<u>118,084</u>
Receivables from Exchange Transactions	5,649	5,000	6,456
Receivables from Non-Exchange Transactions	155,557	150,000	111,628
	<u>161,206</u>	<u>155,000</u>	<u>118,084</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	539,756	420,000	399,331

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	709,499	-	-	-	(17,775)	691,724
Furniture and Equipment	53,469	9,699	-	-	(11,999)	51,169
Information and Communication Plant	86,981	19,269	-	-	(31,073)	75,177
Leased Assets	179,318	42,223	-	-	(22,124)	199,417
Library Resources	13,078	15,067	-	-	(8,719)	19,426
	20,678	4,790	-	-	(4,061)	21,407
Balance at 31 December 2024	1,063,023	91,048	-	-	(95,751)	1,058,320
	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	870,592	(178,868)	691,724	870,592	(161,093)	709,499
Furniture and Equipment	244,741	(193,572)	51,169	235,042	(181,573)	53,469
Information and Communication Plant	328,127	(252,950)	75,177	310,386	(223,405)	86,981
Leased Assets	399,962	(200,545)	199,417	357,739	(178,421)	179,318
Library Resources	26,952	(7,526)	19,426	30,914	(17,836)	13,078
	121,938	(100,531)	21,407	117,147	(96,469)	20,678
Balance at 31 December	1,992,312	(933,992)	1,058,320	1,921,820	(858,797)	1,063,023

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.

The net carrying value of ICT equipment held under a finance lease is \$19,426 (2023: \$13,078)

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	26,238	15,000	19,108
Employee Benefits Payable - Salaries	152,148	150,000	111,628
Employee Benefits Payable - Leave Accrual	5,672	8,000	4,376
	184,058	173,000	135,112
Payables for Exchange Transactions	26,238	15,000	19,108
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	157,820	158,000	116,004
	184,058	173,000	135,112

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held on Behalf of Third Parties	-	25,000	43,273
	-	25,000	43,273

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	56,750	56,750	-
Increase to the Provision During the Year	18,920	15,000	56,750
Reversal of provision	-	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>75,670</u>	<u>71,750</u>	<u>56,750</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	75,670	71,750	56,750
	<u>75,670</u>	<u>71,750</u>	<u>56,750</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education approved property consultant.

14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	6,675	4,000	4,791
Later than One Year and no Later than Five Years	12,093	7,000	5,585
Future Finance Charges	-	-	-
	<u>18,768</u>	<u>11,000</u>	<u>10,376</u>
Represented by			
Finance lease liability - Current	6,675	4,000	4,791
Finance lease liability - Term	12,093	7,000	5,585
	<u>18,768</u>	<u>11,000</u>	<u>10,376</u>

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 \$	Board Contribution \$	Closing Balances \$
Hall	<i>in progress</i>	-	250,000	(27,722)	-	222,278
Fence	<i>in progress</i>	-	189,146	(4,680)	-	184,466
Totals		-	439,146	(32,402)	-	406,744
Represented by:						
Funds Held on Behalf of the Ministry of Education						406,744
Funds Due from the Ministry of Education						-

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 trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i> Remuneration	3,295	3,350
<i>Leadership Team</i> Remuneration	397,618	383,168
Full-time equivalent members	3	3
Total key management personnel remuneration	400,913	386,518
Total full-time equivalent personnel	3.00	3.00

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has a Property with 1 member that meet as required. As well as these regular meetings, including preparation time, the Chair 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	160-170	160-170
Benefits and Other Emoluments	1-10	1-10
Termination Benefits	-	-

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	4	4
110-120	2	1
	6	5

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

18. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$0	\$25,024
Number of People	0	1

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for 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 \$415,033 (2023:Nil) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Hall	222,278
Fence	192,755
Total	<u>415,033</u>

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 on operating commitments (2023: \$941).

21. Financial Instruments

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

Cash and receivables

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	530,003	80,903	75,866
Receivables	161,206	155,000	118,084
Investments - Term Deposits	539,756	420,000	399,331
Total Cash and Receivables	1,230,965	655,903	593,281
Financial liabilities measured at amortised cost			
Payables	184,058	173,000	135,112
Lease Liability	18,768	11,000	10,376
Total Financial Liabilities Measured at Amortised Cost	202,826	184,000	145,488

22. Comparatives

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

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WEST SPREYDON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

We have audited the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 6 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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 audit report includes copies of the Principal's and Presiding Member's Report, Board Listing, 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 and Statement of KiwiSport 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.



Anna Campbell
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Christchurch, New Zealand



Te Ara Koropiko West Spreydon School

Annual Report 2024

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Statement of responsibility signed and dated
Statement of comprehensive revenue and expense
Statement of changes in net assets/equity.....
Statement of financial position
Statement of cash flows
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Presiding Member and Principal's Report

The School Board extends a heartfelt thank you to the numerous teachers, parents and volunteers who contribute their own time and resources to make our kura a place of learning and opportunity for all tamariki. We have numbers of parents who coach sports teams, attend school trips, help with PTA activities and help with the running of the pool. We could not do nearly as much without their help and generosity. We also acknowledge the teachers, office personnel, caretaker and teacher assistants at our kura, who often go above and beyond the call of duty to engage with tamariki and show they care.

A highlight of the year was having the hard work of kaiako over the past 3 years, recognised by Coralanne Child, Director of Education for Canterbury and Chatham Islands, who asked us to prepare an article for The Education Gazette with reference to our student achievement data.

Maths 89.5% at or above expectation

Writing 87.1% at or above expectation

Reading 91.4% at or above expectation

<https://gazette.education.govt.nz/articles/exceeding-expectations-pushing-for-greater-achievement-in-canterbury/>





Key Pedagogies

Our kura actively promotes two foundational pedagogies: attachment psychology and high expectations for teaching and learning. This underpins everything we do in our kura. Relationships First (Emeritus Professor Russell Bishop, Te Kotahitanga and Teaching and Leading to The North East) and Dr Gordon Neufeld, (Neufeld Institute, Attachment Psychology) and Impact Analysis Cycle and Impact Coaching using PACT have been game changers for our tamariki over several years.

Kahukura Community of Practice

We have had a 12 year partnership with six other schools, as the Kahukura Community of Practice. We are a coalition of the willing, and together we have partnered for raising student achievement and school improvement. We have a combined music festival and a cultural festival. Our teachers share an annual conference and our key teachers collaborate for Middle Leaders development, SENCO and Te Mana Ake, Performing Arts, Māori Achievement Collaboration and curriculum renewal, as well as deep learning with Michael Fullan. Our school boards combine for professional learning each year.

A key partnership for us is the local Ministry of Education personnel who work alongside us and advocate for our children on our behalf.

We acknowledge the learning partnership we have established with whanau and we attribute successes to the school and whanau working together to ensure that we continue to provide a school environment that is safe, inviting and inclusive.

Our biggest challenge remains. We need every child, at school, on time, every day.





List of all school board members The names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Marriene Langton (Principal)	N/A
Marina Shehata (Staff representative)	September 2025 triennial elections
Miriam Marshall (Presiding Member)	September 2025 triennial elections
Julia Mallett	September 2025 triennial elections
Jodi Apiata	September 2025 triennial elections
Shailesh Singh	September 2025 triennial elections





Andy Dumbleton	September 2025 triennial elections
Michael Odering (from 2025)	September 2025 triennial elections





Statement of variance: progress against targets

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 explanations for any differences and how you will address targets that were not achieved.

Strategic Goal 1:

As per the strategic plan

Attitude

Our kura; a place of belonging and identity for everyone. He iwi kotahi.

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy





Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

Refer Section 127 Education and Training Act 2020 <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html>





Annual Target/Goal:

As per the annual implementation plan

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1</p> <p>1.1. Honour the articles of Te Tiriti o Waitangi in the daily learning and life of our kura</p>	<p>Please refer to the details in the Strategic and Annual Plans for 2024 for all of the actions under Strategic Goals 1 and 2. There are too many details to</p>	<p>The Annual Plan is the format for reporting to the board.</p> <p>The board received progress against these goals at every board meeting.</p>	<p>We did not attend the MAC hui at Waitangi but we (SLT) did attend the Relationships First Hui on Arowhenua Marae for 2 days</p>	<p>Our mahi and commitment to honouring the articles of Te Tiriti o Waitangi will be an ongoing focus for years to come</p>





	<p>repeat in this document</p>	<p>Every newsletter, The Principal's Blog and emails added detail to progress against all of these goals/outcomes.</p>	<p>Our work with our Kahukura Community of Practice, and our partnerships with Russell Bishop Relationships First, and our professional learning re Teaching and Leading To The North East , Niho Taniwha etc, have challenged our understanding and day to day practice TiKanga, te ao Māori, te reo Māori are visible/audible in our kura</p> <p>We have continued to build our Kahukura Cultural Celebration Te Maunga TeiTei</p>	
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			<p>which gets bigger every year</p> <p>Most of the leadership and achievement awards were given to Maori or Pasifika tamariki at the end of year celebration because they were the top students</p> <p>Teaching and becoming familiar with Aotearoa NZ Histories has been a bonus focus for quality teaching and learning</p>	
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<p>Action 2</p> <p>1.2. Champion Pasifika culture and languages</p>	<p>Pasifika children taking on successful leadership roles in the kura</p>	<p>Assemblies</p> <p>School leaders</p> <p>Blog</p> <p>Newsletters</p>	<p>Whanau attendance at cultural celebrations and whanau sessions</p> <p>Feedback from families</p> <p>Cultural language and celebration weeks were beautifully and confidently led by students in traditional dress.</p>	<p>This will continue to be a focus and we carefully track achievement data to ensure that we are addressing learning and extension needs of our Pasifika students</p>
<p>Action 3</p> <p>1.3. Create opportunities for connecting with</p>		<p>Parent voice and feedback</p>	<p>Amazing Whanau attendance and support at all school events</p>	<p>We are always looking for ways to include whanau</p>





<p>whānau</p>				
<p>Action 4</p> <p>1.4. Embed Attachment Theory as a foundation for relationships, connection and flourishing of all tamariki <i>(Whanaungatanga and honotanga)</i></p>			<p>Very few stand downs and suspensions as a result of the application of Attachment psychology and some incredible stories of success with very challenging children. This was partnered with high expectations for learning. Also</p>	<p>Continue to provide an 8 hour intensive for all new kaiako and ongoing support and learning at team and staff hui</p>





			reflects the research and evidence of Niho Taniwha and Teaching to The north East	
Action 5 1.5. Complete the design process of the new hall that reflects our cultural narrative and creates a sense of belonging and significance			On track for the final design approval	
Action 6 1.6. Complete the fencing project around the school			Not completed by year end but it wasn't expected to be. We were consulted on an ongoing basis and there was minimal	Added to 2025 annual plan for completion and sign off





			disruption to the day to day life of the school.	
<p>Action 7</p> <p>1.7. Complete the replanting and development of the school grounds and promote our Enviro group to engage in school environment projects</p>			<p>Ongoing improvements to the school environment with planting. Ex partnership with CCC on cleaning up the waterways Mother of All Clean Ups. Partnership with Junior Neighbourhood Support</p>	<p>Ongoing so added to 2025 annual plan to include playground markings,</p>





Strategic Goal 2:

As per the strategic plan

Adventure, Achievement

Deliver a curriculum that meets the needs of all akonga/tamariki

Objective 1: Learners at the centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce





Objective 4: Future of learning and work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: World-class inclusive public education

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

Annual Target/Goal:

As per the annual implementation plan

Actions <i>List all the actions from your Annual Implementation Plan for</i>	What did we achieve? <i>What were the outcomes of our actions?</i>	Evidence <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	Planning for next year - where to next? <i>What do you need to do to address targets that were not achieved.</i>
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<i>this Annual Target/Goal.</i>	<i>What impact did our actions have?</i>		<i>Think about both where you have exceeded your targets or not yet met them.</i>	<i>Consider if these need to be included in your next annual implementation plan.</i>
<p>Action 1</p> <p>2.1. Ensure all staff are upskilled in Te Mātaiaho</p>	<p>Kaiako and kaiawhina have quickly adapted to changes in expectations and content</p>	<p>Staff meeting minutes</p> <p>Online webinars</p> <p>Professional learning sessions</p> <p>Kahukura schools partnership</p> <p>Photo evidence</p>	<p>We are on track despite information being made available/published/released after we have had to implement the changes</p>	<p>Ongoing until the mysteries of the changes are revealed and embedded. There is still a huge amount of information needed on assessment practices/assessment resources and exemplars</p>
<p>Action 2</p> <p>2.2.Promote programmes for gifted and talented and learners requiring support</p>	<p>Our focus on Deep Learning (Michael Fullan) over the past 8 years has meant that teachers engage in worthwhile</p>	<p>Planning</p> <p>Programmes</p> <p>Staff training</p>	<p>The number of programmes and extension planning we offer, far exceeds the size of our school which means that our kaiako have an</p>	





<p>who have not yet achieved their potential</p>	<p>teaching and follow up activities</p> <p>Our school offers a wide range of extensions and gifted and talented programmes and targeted learning for gifted children. We also have a huge range of support programmes with highly trained staff to support learners who are not yet achieving at the expected level.</p>		<p>extensive workload. We offer 3 choirs, chorale, fuse drumming, ukulele, guitar. Keyboard, literacy club, Robotics, Jump Jam, cultural groups, chess club</p> <p>We have a wide range of neurodiverse students and several with trauma and our kaiako are trained to meet the needs as best they can with the limited support available. Our local MOE personnel are exceptionally supportive of our</p>	
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			tamariki and of any innovations that we implement to enhance student achievement in all areas of learning.	
<p>Action 3</p> <p>2.3. Develop leadership capabilities and opportunities for kaiako and tamariki</p>	<p>We have mentored new teacher leaders and coaches across the school. They have been coached in Impact Coaching through Relationships First and The Learner First. They are skilled and always reflecting on better practice</p> <p>Student leadership has been a continual</p>	<p>Team minutes</p> <p>SLT minutes</p> <p>Impact coaching evidence</p> <p>PACT coaching</p> <p>Middle Leaders meetings</p>	<p>Data shows that the leadership models we have developed have had a measurable impact on student achievement data</p>	<p>We are convinced that distributed leadership and impact coaching build capability in all kaiako and intend to continue to invest on these practices and initiatives in 2025</p>





	<p>focus and we had a highly capable group of senior students who shone throughout the year</p>			
<p>Action 4</p> <p>2.4. Promote wellbeing and health as self management strategy and as a collective focus</p>	<p>Student counselling mentors and coaches were successfully sourced from Project Esther, Te Mana Ake, SWiS to work with tamariki wellbeing . We also partnered with Sport Canterbury on their wellbeing strategies through active play and the work of Dr Gordon Neufeld/Attachment Psychology</p>	<p>Wellbeing surveys</p> <p>Reminding staff of the complaints and concerns policies</p> <p>Minutes of meetings</p> <p>Providing kai for meetings</p> <p>Distributing responsibilities</p> <p>Encouraging mentors and coaches to support others</p>		<p>Staff (Kaiako and kaiawhina) and student (tamariki, rangitahi) wellbeing has been under threat for a long time</p> <p>Pressures and pace of change to curriculum, assessment and content are the perfect storm for stress. We are making our own pace.</p> <p>Pressures, stress and anxiety for children are at the forefront as families come under increasing</p>





	<p>underpinned the many interactions we have had with students.</p> <p>Staff wellbeing is an ongoing focus. We do get staff voice via surveys and straw polls. Our board actively supports staff wellbeing by showing manaaki throughout the year. Collaborations have reduced isolation</p>	<p>Ensuring we organise wellbeing activities</p>		<p>duress financially and socially.</p> <p>Our pastoral care system will always have priority and we will continue to partner with community groups such as Fresh choice, KidsCan, Ellesmere Foodbank, 0800 Hungry, She, Shakti, Aviva, NZ Police, Project Esther, STAND, Te Mana Ake, Refugee Resettlement, CrossOver Trust, SWB Church,</p>
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Evaluation and analysis of the school's students' progress and achievement

See separate attached document





Te Ara Koropiko West Spreydon School - Giving Effect to Te Tiriti o Waitangi

He aha tāu e kite nei? What do we see?

A diverse community of whanau at our kura

Maori names gifted by Ngai Tūāhuriri on our building and classrooms

Structures and playgrounds designed in alignment with our cultural narrative and with guidance from Ngai Tūāhuriri

Maori language/artwork displayed in the classroom

Whanau gathering at school - a hub for whanaungatanga especially during our Fono Hui and Hangi

Our website includes a Kaupapa Maori website where we acknowledge Mana whenua and share our cultural narrative, our haka, our waitata and much more.

We see attachment and connectedness between akonga and kaiako with big hugs, smiles and eye contact expressing mutual respect.

We see our Maori students achieving in all aspects of school, holding leadership positions and representing our kura in sport, and performance.

Our Maori tamariki in leadership roles across the school and gaining awards that recognise their gifts and talents

He aha tāu e rongō ai? What do we hear?

The use of Karakia and waiata to clear the slate, start the day, set the intention Kapa Haka - fierce performance of our





taonga

Our Kaiako use te reo Maori to communicate instructions, teach vocabulary, direct tamariki Mihi mihi/Pepeha - staff, akonga, and board members give their mihi according to Tikanga and at other opportunities for presentation/practise

Spontaneous haka at important ceremonies such as Year 6 leavers assemblies where families tautoko their tamariki

We hear the iwi and village announced when a child receives an award

We hear an invitation from the Volley Ball World Champs organising committee, for our tamariki to perform at their mihi whakatau opening ceremony for 2025

He aha te rongo? What do we feel?

We aim to nurture a welcoming, inclusive, connected environment where our Māori whanau feel that they belong. As a board, this is a journey in progress to ensure our Māori whanau feel this in their bones and that it is an organic, natural kotahitanga that is not contrived or token but that they have a voice and we want to hear it.

Visitors to our school feel our manaakitanga from the first hello to the last farewell. Tikanga around sharing kai, karakia, listening and respecting. Our Tumuaki can attest to this with many comments and acknowledgements from MOE visitors and other guests to our Kura.

He aha te kakara? What do we smell?

Our annual Hangi is a highlight of our year where we invite whanau to our Hangi. Parents support the tamariki to help in all parts of the process and whanau share the kai together on the school grounds. Our kaiako serve the whanau and it is also the time when we mihi new staff, whanau and akonga.

He aha te mahi? What do we do?





Our board is on a journey to lift the mana of Maori in our Kura.

We schedule strategic discussions around goals such as Maori succeeding as Maori and giving effect to Te Tiriti and we are also fortunate to have tangata whenua representation in our board room.

Our budget prioritises PLD funding for Staff, this year the Senior Leadership team are working through NIho Taniwha and has attended

MAC Leadership COurses in the North Island. Our Kura is one of 7 schools in the Kahulura cluster and join forces to develop their understanding and use of Te Ao Maori.

He aha te tūmanako? What do we hope for the future?

- Increase our knowledge of the Aotearoa New Zealand Histories Curriculum - To learn more about our local Māori histories and stories
- Improving fluency for kaiako and kaiawhina in te reo Māori
- Build a stronger profile of our 'Cultural Leaders' as our school contact person





Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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

Reporting on the principles of being a Good Employer





<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>Exit survey conducted by the school board</i></p> <p><i>Annual well being and job satisfaction survey</i></p> <p><i>Random questions on wellbeing and follow up on unsafe incidents</i></p> <p><i>Regular reviews and audits of the physical environment and informal and formal reviews of what constitutes a safe working environment free from harassment and unsafe practices</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Every advertised position is based on needs analysis.</i></p> <p><i>Appointments committees are varied</i></p> <p><i>Every cv is read by every person on the committee and each has a preferred short list</i></p> <p><i>All candidates considered to be suitable are interviewed and their referees are contacted</i></p> <p><i>The expectations of the role are explicit so all candidates have the opportunity to be the best person to fit that role</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Varying the appointments committee</i></p> <p><i>Reading all CVs independently and ranking the criteria</i></p>





	<p><i>Due diligence with referees reports</i></p> <p><i>Independent selection of a short list and rigorous discussion on selection criteria v needs analysis</i></p> <p><i>Selection involves rigorous discussion and research based on the strengths of each candidate. The best candidate is chosen after careful consideration or the position may be re advertised</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>Ensure that:</i></p> <p><i>Te reo is visible and audible in all learning spaces, staff meetings, school celebrations, board meetings</i></p> <p><i>Our employment job descriptions clearly state cultural competencies</i></p> <p><i>We actively seek teachers who have skills and knowledge in Te Ao Māori and Te Reo</i></p> <p><i>Excellent relationships with Kai Tāhu and Ngāi Tūāhuriri</i></p> <p><i>The best candidate is chosen with a view to honouring the articles of Te Tiriti o Waitangi and enhancing the mana of our tamariki and kaiako</i></p>





<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Extensive quality professional learning opportunities e.g, The Learner First (maths), Relationships First (Cognition Impact Coaching based on Russell Bishops evidenced based research re Teaching and Leading To The North East), Impact Analysis and Impact Coaching, Curriculum Development, Sport Canterbury Initiatives and curriculum development, Kahukura partnerships for leaders (SENCO, performing Arts, Curriculum), Maori Achievement Collaboration</i></p> <p><i>CPPA Middler Leaders</i></p> <p><i>NZPF conference; Attachment Psychology. Beginning Teacher Programme, Induction Programme for all new staff</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>Ensuring that all our current positions have already made allowances for young mums returning to the workforce by allowing job share/part time positions</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>All applications are considered and measured against skills, experience and needs analysis at the time</i></p>





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 via school docs. All leadership positions are internally	





	advertised when applicable	
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 A summary of applicants to school board	
Does your EEO programme/policy set priorities and objectives?	Yes as things arise	





Kiwisport funding

Origin Sport at Te Ara Koropiko West Spreydon School in 2024:

For the first half of the year Origin Sport's weekly sessions took place with the New Entrants through to the Year 3's. The main themes in Term 1 were developing Coordination, Fundamental Skills & introducing Cooperative Games. Term 2 saw an emphasis on Movement in a Cultural Context through Taonga Tākaro.

In the extra-curricular space, TAKWSS entered 8 teams in the Centennial Park Junior Touch module and it saw one of their teams win the Year 5-6 Mixed grade competition. This was their first Touch title in the last 10 years.

Across a 6-week block in Term 2 the senior section of the school participated in a Local Sports Cluster alongside Our Lady of the Assumptions & Te Kōmanawa Rowley schools at the nearby Centennial Park. Sporting options on offer were Dodgeball, Kī-o-Rahi, Mau rākau, Volleyball, Ultimate, Orienteering and Capture the Flag.

In the second half of the year the weekly 30-minute sessions occurred with the Year 4-6's. Term 3 began with a block of Kī-o-Rahi before moving onto Run, Jump & Throw in preparation for school Athletics Day early on in Term 4. Throughout Term 4 a major focus was on Fair Play and reinforcing the behaviour that good teammates should display. The students showed great improvement in these areas. Term 4 also saw the Year 5-6 Mixed Touch team go back-to-back in winning their grade at the Centennial Park Touch module.





Evaluation on School's students' progress and achievement End of year data 2024

Whāia te iti kahurangi, ki te tūohu koe, me he maunga teitei
Pursue excellence, should you stumble let it be to a lofty mountain!



Acronyms:

- Teacher Professional Judgement (TPJ) is a triangulation of standardised assessment, book work, in class observations and tacit knowledge of the child.
- Progress and Consistency Tools (PaCT)
- Practice Analysis Conversations (PAC)
- Professional Learning and Development (PLD)
- English for speakers of other languages (ESOL)
- Ongoing Resource Scheme (ORS)
- Better Start Literacy Approach (BSLA)
- University of Florida Literacy Institute (UFLI)
- The Writing Revolution (TWR)



Our Data Journey:

In 2016 the leadership team began an inquiry into our achievement data. At the time they believed that our children were not being accurately represented by our data and that our Teacher Professional Judgements (TPJ) had insufficient evidence behind them. Based on this hunch the following interventions/supports have been implemented school wide.

Maths

- Plus Maths (Student Achievement Function) (2018-2019)
- Progress and Consistency Tool (PaCT) Impact analysis cycle (IAC) in our school practice (2018-2019)
- Just in Time approach (2022) part of our Kahukura and has continued in 2024. The course is now called Developing Mathematical Capabilities.

Writing

- Progress and Consistency Tool (PaCT), Impact analysis cycle (IAC) in our school practice (2020 - 2022)
- Whole school are taking part in the Writing Revolution' programme was introduced by RTLB (2024)

Reading

- Yolanda Soryl Literacy - Early Words Programme
- Better Start Literacy Approach (BSLA) Puna Hao (Junior School) have been implementing this since 2021 until now
- Progress and Consistency Tool (PaCT) Impact analysis cycle (IAC) in our school practice (ongoing)
- University of Florida Literacy Institute (UFLI) phonics programme introduced by RTLB and implemented in the junior (Yr 1-3) and senior school (Yr 4 - 6)

Student achievement data is reported to whānau on a regular timely basis via Seesaw.



Things to note:

Research shows that Year 1 data does not show true progress and achievement. This is due to the developmental stage of each child and the huge transition to school expectations. This is further complicated by multiple enrolment points across the year. Therefore we have excluded them from the TPJ Progress graphs on slides 6 - 36.

We have used a more robust assessment tool and taken all aspects of core curriculum subjects into account. This means the standard of bookwork, how the students respond to tasks and explain their thinking is taken into consideration. We expected our data to drop slightly because of this. This is reflected in the comparisons between 2022 and 2023 data.

The following group of children have been excluded from the TPJ data:

- Ongoing Resource Scheme (ORS) funded children - x3 children has been excluded from the end of year data in 2024.
- Prolonged absence - x1 child is not included in this data.
- Overseas absence - x1 child not enough evidence to make end of year TPJ



How do we make a TPJ?

The following assessment tools are what we take into consideration when making a TPJ

- Better start data
- Running records
- JAM
- UFLI (phonics testing)
- PROBE
- PaCT (reading, writing and maths)
- GloSS

Ongoing teacher observation

- Learning conversations
- Student work samples

A TPJ is made by the child's classroom kaiako/teacher mid year and end of year. The kaiako triangulates data using all of the sources listed in the diagram to make a judgement on where the child is in reading, writing and maths. We further triangulate our TPJ by asking our teachers to use the PaCT for maths, writing and reading. SLT then take the PaCT data and match it with the TPJ data and together we have professional data conversations with team leaders and individual teachers about the data to ensure it is accurate.

The PaCT has a series of descriptors for each concept in the reading, maths and writing curriculum. These are on a continuum and teachers must place each child at the point that best describes their achievement level. The software then determines the curriculum level that best describes the child's working level. This eliminates pre-judgements from kaiako.



Whole School Reading TPJ 2024

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	3.3%	13	8.6%	106	70.2%	27	17.9%	<u>151</u>
	Female	8	5.4%	11	7.4%	101	67.8%	29	19.5%	<u>149</u>
	Total	13	4.3%	24	8.0%	207	69.0%	56	18.7%	<u>300</u>
Maori	Male	0		7	17.9%	27	69.2%	5	12.8%	<u>39</u>
	Female	1	3.0%	6	18.2%	23	69.7%	3	9.1%	<u>33</u>
	Total	1	1.4%	13	18.1%	50	69.4%	8	11.1%	<u>72</u>
Pasifika	Male	2	33.3%	1	16.7%	2	33.3%	1	16.7%	<u>6</u>
	Female	0		1	12.5%	5	62.5%	2	25.0%	<u>8</u>
	Total	2	14.3%	2	14.3%	7	50.0%	3	21.4%	<u>14</u>
Asian	Male	0		0		15	83.3%	3	16.7%	<u>18</u>
	Female	2	22.2%	0		4	44.4%	3	33.3%	<u>9</u>
	Total	2	7.4%	0		19	70.4%	6	22.2%	<u>27</u>
MELAA	Male	0		3	37.5%	4	50.0%	1	12.5%	<u>8</u>
	Female	1	8.3%	1	8.3%	9	75.0%	1	8.3%	<u>12</u>
	Total	1	5.0%	4	20.0%	13	65.0%	2	10.0%	<u>20</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		2	100.0%	0		<u>2</u>
NZ/European	Male	3	3.8%	2	2.5%	58	72.5%	17	21.3%	<u>80</u>
	Female	4	4.7%	3	3.5%	58	68.2%	20	23.5%	<u>85</u>
	Total	7	4.2%	5	3.0%	116	70.3%	37	22.4%	<u>165</u>

	Well Below	Below	At	Above
Y0			100% (29)	
Y1		4% (2)	88% (50)	9% (5)
Y2		9% (4)	68% (30)	23% (10)
Y3	4% (2)	26% (12)	52% (24)	17% (8)
Y4	10% (4)	7% (3)	46% (19)	37% (15)
Y5	10% (4)	5% (2)	60% (24)	25% (10)
Y6	7% (3)	2% (1)	72% (31)	19% (8)
Total pupils	4 % (13)	8 % (24)	69 % (207)	19 % (56)



Whole School Writing TPJ 2024

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	2.6%	28	18.5%	109	72.2%	10	6.6%	<u>151</u>
	Female	5	3.4%	17	11.4%	108	72.5%	19	12.8%	<u>149</u>
	Total	9	3.0%	45	15.0%	217	72.3%	29	9.7%	<u>300</u>
Maori	Male	0		10	25.6%	27	69.2%	2	5.1%	<u>39</u>
	Female	1	3.0%	8	24.2%	22	66.7%	2	6.1%	<u>33</u>
	Total	1	1.4%	18	25.0%	49	68.1%	4	5.6%	<u>72</u>
Pasifika	Male	1	16.7%	3	50.0%	2	33.3%	0		<u>6</u>
	Female	0		1	12.5%	5	62.5%	2	25.0%	<u>8</u>
	Total	1	7.1%	4	28.6%	7	50.0%	2	14.3%	<u>14</u>
Asian	Male	0		1	5.6%	17	94.4%	0		<u>18</u>
	Female	1	11.1%	1	11.1%	5	55.6%	2	22.2%	<u>9</u>
	Total	1	3.7%	2	7.4%	22	81.5%	2	7.4%	<u>27</u>
MELAA	Male	1	12.5%	3	37.5%	4	50.0%	0		<u>8</u>
	Female	1	8.3%	1	8.3%	7	58.3%	3	25.0%	<u>12</u>
	Total	2	10.0%	4	20.0%	11	55.0%	3	15.0%	<u>20</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		2	100.0%	0		<u>2</u>
NZ/European	Male	2	2.5%	11	13.8%	59	73.8%	8	10.0%	<u>80</u>
	Female	2	2.4%	6	7.1%	67	78.8%	10	11.8%	<u>85</u>
	Total	4	2.4%	17	10.3%	126	76.4%	18	10.9%	<u>165</u>

	Well Below	Below	At	Above
Y0			100% (29)	
Y1		2% (1)	96% (55)	2% (1)
Y2		5% (2)	84% (37)	11% (5)
Y3	2% (1)	30% (14)	67% (31)	
Y4		22% (9)	66% (27)	12% (5)
Y5	10% (4)	20% (8)	45% (18)	25% (10)
Y6	9% (4)	26% (11)	47% (20)	19% (8)
Total pupils	3 % (9)	15 % (45)	72 % (217)	10 % (29)



Whole School Mathematics TPJ 2024

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	0.7%	14	9.3%	91	60.3%	45	29.8%	<u>151</u>
	Female	3	2.0%	10	6.7%	112	75.2%	24	16.1%	<u>149</u>
	Total	4	1.3%	24	8.0%	203	67.7%	69	23.0%	<u>300</u>
Maori	Male	0		6	15.4%	21	53.8%	12	30.8%	<u>39</u>
	Female	1	3.0%	6	18.2%	26	78.8%	0		<u>33</u>
	Total	1	1.4%	12	16.7%	47	65.3%	12	16.7%	<u>72</u>
Pasifika	Male	0		1	16.7%	4	66.7%	1	16.7%	<u>6</u>
	Female	0		0		6	75.0%	2	25.0%	<u>8</u>
	Total	0		1	7.1%	10	71.4%	3	21.4%	<u>14</u>
Asian	Male	0		1	5.6%	11	61.1%	6	33.3%	<u>18</u>
	Female	1	11.1%	1	11.1%	4	44.4%	3	33.3%	<u>9</u>
	Total	1	3.7%	2	7.4%	15	55.6%	9	33.3%	<u>27</u>
MELAA	Male	0		3	37.5%	3	37.5%	2	25.0%	<u>8</u>
	Female	0		0		10	83.3%	2	16.7%	<u>12</u>
	Total	0		3	15.0%	13	65.0%	4	20.0%	<u>20</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		2	100.0%	0		<u>2</u>
NZ/European	Male	1	1.3%	3	3.8%	52	65.0%	24	30.0%	<u>80</u>
	Female	1	1.2%	3	3.5%	64	75.3%	17	20.0%	<u>85</u>
	Total	2	1.2%	6	3.6%	116	70.3%	41	24.8%	<u>165</u>

	Well Below	Below	At	Above
Y0			100% (29)	
Y1		2% (1)	93% (53)	5% (3)
Y2		2% (1)	75% (33)	23% (10)
Y3		22% (10)	67% (31)	11% (5)
Y4	2% (1)	5% (2)	51% (21)	41% (17)
Y5	8% (3)	5% (2)	43% (17)	45% (18)
Y6		19% (8)	44% (19)	37% (16)
Total pupils	1% (4)	8% (24)	68% (203)	23% (69)



Reading areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **reading**

88.1% (133/151) of all **male** children

87.3% (130/149) of all **female** children

87.7% (263/300) of **all** children

82% (32/39) of all **male Māori** children

80.5% (58/72) of all **Māori** children

87.5% (7/8) of all **female Pasifika** children

100% (18/18) of all **male Asian** children

92.6% (25/27) of all **Asian** children

83.3% (10/12) of all **female MELAA** children

100% (2/2) of all **female Other** children

93.8% (75/80) of all **male NZ/European/Pākehā** children

91.7% (78/85) of all **female NZ/European/Pākehā** children

92.7% (153/165) of all **NZ/European/Pākehā** children



Writing areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **writing**

85.3% (127/149) of all **female** children

82% (246/300) of **all** children

87.5% (7/8) of all **female Pasifika** children

94.4% (17/18) of **male Asian** children

88.9% (24/27) of **all Asian** children

83.3% (10/12) of **female MELAA** children

100% (2/2) of **female Other** children

83.8% (67/80) of **male NZ European/Pākehā** children

90.6% (77/85) of **female NZ European/Pākehā** children

87.3% (144/165) of **all NZ European/Pākehā** children



Mathematics areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **mathematics**

90.1% (136/151) of **all male** children

91.3% (136/149) of **all female** children

90.7% (272/300) of **all** children

84.6% (33/39) of **male Māori** children

82% (59/72) of **all Māori** children

83.4% (5/6) of **all male Pasifika** children

100% (8/8) of **all female Pasifika** children

92.8% (13/14) of **all Pasifika** children

94.4% (17/18) of **male Asian** children

88.9% (24/27) of **all Asian** children

100% (10/10) of **female MELAA** children

85% (17/20) of **all MELAA** children

100% (2/2) of **female Other** children

95% (76/80) of **male NZ European/Pākehā** children

95.3% (81/85) of **female NZ European/Pākehā** children

95.1% (157/165) of **all NZ European/Pākehā** children



Areas for improvement (30% or higher)

Reading:

50% **male Pasifika** children are working **below** 16.7% (1/6) or **well below** 33.3% (2/6) the New Zealand curriculum level in **reading**

37.5% **male MELAA** children are working **below** (3/8) the New Zealand curriculum level in **reading**.

Writing:

66.7% **male Pasifika** children are working **below** 50% (3/6) or **well below** 16.7% (1/6) the New Zealand curriculum level in **writing**.

50% **male MELAA** children are working **below** 37.5% (3/8) or **well below** 12.5% (1/8) the New Zealand curriculum in **writing**.

Maths:

37.5% **male MELAA** children are working **below** (3/8) the New Zealand curriculum in **maths**.



Reading TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		2	7.7%	17	65.4%	7	26.9%	<u>26</u>
	Female	0		2	11.1%	13	72.2%	3	16.7%	<u>18</u>
	Total	0		4	9.1%	30	68.2%	10	22.7%	<u>44</u>
Maori	Male	0		2	33.3%	3	50.0%	1	16.7%	<u>6</u>
	Female	0		1	33.3%	1	33.3%	1	33.3%	<u>3</u>
	Total	0		3	33.3%	4	44.4%	2	22.2%	<u>9</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Asian	Male	0		0		4	100.0%	0		<u>4</u>
	Female	0		0		1	50.0%	1	50.0%	<u>2</u>
	Total	0		0		5	83.3%	1	16.7%	<u>6</u>
MELAA	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		3	100.0%	0		<u>3</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		0		7	53.8%	6	46.2%	<u>13</u>
	Female	0		1	8.3%	10	83.3%	1	8.3%	<u>12</u>
	Total	0		1	4.0%	17	68.0%	7	28.0%	<u>25</u>



Reading TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.2%	8	33.3%	12	50.0%	3	12.5%	<u>24</u>
	Female	1	4.5%	4	18.2%	12	54.5%	5	22.7%	<u>22</u>
	Total	2	4.3%	12	26.1%	24	52.2%	8	17.4%	<u>46</u>
Maori	Male	0		4	66.7%	2	33.3%	0		<u>6</u>
	Female	0		3	75.0%	0		1	25.0%	<u>4</u>
	Total	0		7	70.0%	2	20.0%	1	10.0%	<u>10</u>
Pasifika	Male	0		1	100.0%	0		0		<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		1	50.0%	1	50.0%	0		<u>2</u>
Asian	Male	0		0		2	66.7%	1	33.3%	<u>3</u>
	Female	1	100.0%	0		0		0		<u>1</u>
	Total	1	25.0%	0		2	50.0%	1	25.0%	<u>4</u>
MELAA	Male	0		2	100.0%	0		0		<u>2</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		2	100.0%	0		0		<u>2</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
NZ/European	Male	1	8.3%	1	8.3%	8	66.7%	2	16.7%	<u>12</u>
	Female	0		1	6.7%	10	66.7%	4	26.7%	<u>15</u>
	Total	1	3.7%	2	7.4%	18	66.7%	6	22.2%	<u>27</u>



Reading TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	10.5%	1	5.3%	10	52.6%	6	31.6%	<u>19</u>
	Female	2	9.1%	2	9.1%	9	40.9%	9	40.9%	<u>22</u>
	Total	4	9.8%	3	7.3%	19	46.3%	15	36.6%	<u>41</u>
Maori	Male	0		1	16.7%	3	50.0%	2	33.3%	<u>6</u>
	Female	0		0		4	80.0%	1	20.0%	<u>5</u>
	Total	0		1	9.1%	7	63.6%	3	27.3%	<u>11</u>
Pasifika	Male	1	100.0%	0		0		0		<u>1</u>
	Female	0		1	50.0%	1	50.0%	0		<u>2</u>
	Total	1	33.3%	1	33.3%	1	33.3%	0		<u>3</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	100.0%	0		<u>1</u>
MELAA	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		1	100.0%	<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	10.0%	0		6	60.0%	3	30.0%	<u>10</u>
	Female	2	13.3%	1	6.7%	4	26.7%	8	53.3%	<u>15</u>
	Total	3	12.0%	1	4.0%	10	40.0%	11	44.0%	<u>25</u>



Reading TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		1	4.2%	17	70.8%	6	25.0%	<u>24</u>
	Female	4	25.0%	1	6.3%	7	43.8%	4	25.0%	<u>16</u>
	Total	4	10.0%	2	5.0%	24	60.0%	10	25.0%	<u>40</u>
Maori	Male	0		0		5	83.3%	1	16.7%	<u>6</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	12.5%	0		6	75.0%	1	12.5%	<u>8</u>
Pasifika	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Asian	Male	0		0		2	66.7%	1	33.3%	<u>3</u>
	Female	1	50.0%	0		0		1	50.0%	<u>2</u>
	Total	1	20.0%	0		2	40.0%	2	40.0%	<u>5</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	1	33.3%	1	33.3%	1	33.3%	0		<u>3</u>
	Total	1	33.3%	1	33.3%	1	33.3%	0		<u>3</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		1	6.7%	10	66.7%	4	26.7%	<u>15</u>
	Female	1	12.5%	0		4	50.0%	3	37.5%	<u>8</u>
	Total	1	4.3%	1	4.3%	14	60.9%	7	30.4%	<u>23</u>



Reading TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	10.0%	0		14	70.0%	4	20.0%	<u>20</u>
	Female	1	4.3%	1	4.3%	17	73.9%	4	17.4%	<u>23</u>
	Total	3	7.0%	1	2.3%	31	72.1%	8	18.6%	<u>43</u>
Maori	Male	0		0		4	80.0%	1	20.0%	<u>5</u>
	Female	0		1	12.5%	7	87.5%	0		<u>8</u>
	Total	0		1	7.7%	11	84.6%	1	7.7%	<u>13</u>
Pasifika	Male	1	50.0%	0		0		1	50.0%	<u>2</u>
	Female	0		0		1	50.0%	1	50.0%	<u>2</u>
	Total	1	25.0%	0		1	25.0%	2	50.0%	<u>4</u>
Asian	Male	0		0		2	66.7%	1	33.3%	<u>3</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		2	50.0%	2	50.0%	<u>4</u>
MELAA	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		4	100.0%	0		<u>4</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	12.5%	0		6	75.0%	1	12.5%	<u>8</u>
	Female	1	10.0%	0		7	70.0%	2	20.0%	<u>10</u>
	Total	2	11.1%	0		13	72.2%	3	16.7%	<u>18</u>



Writing TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		2	7.7%	22	84.6%	2	7.7%	<u>26</u>
	Female	0		0		15	83.3%	3	16.7%	<u>18</u>
	Total	0		2	4.5%	37	84.1%	5	11.4%	<u>44</u>
Maori	Male	0		2	33.3%	3	50.0%	1	16.7%	<u>6</u>
	Female	0		0		2	66.7%	1	33.3%	<u>3</u>
	Total	0		2	22.2%	5	55.6%	2	22.2%	<u>9</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Asian	Male	0		0		4	100.0%	0		<u>4</u>
	Female	0		0		1	50.0%	1	50.0%	<u>2</u>
	Total	0		0		5	83.3%	1	16.7%	<u>6</u>
MELAA	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		3	100.0%	0		<u>3</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		0		12	92.3%	1	7.7%	<u>13</u>
	Female	0		0		11	91.7%	1	8.3%	<u>12</u>
	Total	0		0		23	92.0%	2	8.0%	<u>25</u>



Writing TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.2%	9	37.5%	14	58.3%	0		<u>24</u>
	Female	0		5	22.7%	17	77.3%	0		<u>22</u>
	Total	1	2.2%	14	30.4%	31	67.4%	0		<u>46</u>
Maori	Male	0		3	50.0%	3	50.0%	0		<u>6</u>
	Female	0		3	75.0%	1	25.0%	0		<u>4</u>
	Total	0		6	60.0%	4	40.0%	0		<u>10</u>
Pasifika	Male	0		1	100.0%	0		0		<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		1	50.0%	1	50.0%	0		<u>2</u>
Asian	Male	0		0		3	100.0%	0		<u>3</u>
	Female	0		1	100.0%	0		0		<u>1</u>
	Total	0		1	25.0%	3	75.0%	0		<u>4</u>
MELAA	Male	1	50.0%	1	50.0%	0		0		<u>2</u>
	Female	0		0		0		0		<u>0</u>
	Total	1	50.0%	1	50.0%	0		0		<u>2</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
NZ/European	Male	0		4	33.3%	8	66.7%	0		<u>12</u>
	Female	0		1	6.7%	14	93.3%	0		<u>15</u>
	Total	0		5	18.5%	22	81.5%	0		<u>27</u>



Writing TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		4	21.1%	14	73.7%	1	5.3%	<u>19</u>
	Female	0		5	22.7%	13	59.1%	4	18.2%	<u>22</u>
	Total	0		9	22.0%	27	65.9%	5	12.2%	<u>41</u>
Maori	Male	0		1	16.7%	5	83.3%	0		<u>6</u>
	Female	0		1	20.0%	4	80.0%	0		<u>5</u>
	Total	0		2	18.2%	9	81.8%	0		<u>11</u>
Pasifika	Male	0		1	100.0%	0		0		<u>1</u>
	Female	0		1	50.0%	1	50.0%	0		<u>2</u>
	Total	0		2	66.7%	1	33.3%	0		<u>3</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	100.0%	0		<u>1</u>
MELAA	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		2	20.0%	7	70.0%	1	10.0%	<u>10</u>
	Female	0		3	20.0%	8	53.3%	4	26.7%	<u>15</u>
	Total	0		5	20.0%	15	60.0%	5	20.0%	<u>25</u>



Writing TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		6	25.0%	12	50.0%	6	25.0%	<u>24</u>
	Female	4	25.0%	2	12.5%	6	37.5%	4	25.0%	<u>16</u>
	Total	4	10.0%	8	20.0%	18	45.0%	10	25.0%	<u>40</u>
Maori	Male	0		3	50.0%	2	33.3%	1	16.7%	<u>6</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	12.5%	3	37.5%	3	37.5%	1	12.5%	<u>8</u>
Pasifika	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Asian	Male	0		1	33.3%	2	66.7%	0		<u>3</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	20.0%	1	20.0%	3	60.0%	0		<u>5</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	1	33.3%	1	33.3%	0		1	33.3%	<u>3</u>
	Total	1	33.3%	1	33.3%	0		1	33.3%	<u>3</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		2	13.3%	8	53.3%	5	33.3%	<u>15</u>
	Female	1	12.5%	1	12.5%	3	37.5%	3	37.5%	<u>8</u>
	Total	1	4.3%	3	13.0%	11	47.8%	8	34.8%	<u>23</u>



Writing TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	15.0%	6	30.0%	10	50.0%	1	5.0%	<u>20</u>
	Female	1	4.3%	5	21.7%	10	43.5%	7	30.4%	<u>23</u>
	Total	4	9.3%	11	25.6%	20	46.5%	8	18.6%	<u>43</u>
Maori	Male	0		1	20.0%	4	80.0%	0		<u>5</u>
	Female	0		4	50.0%	3	37.5%	1	12.5%	<u>8</u>
	Total	0		5	38.5%	7	53.8%	1	7.7%	<u>13</u>
Pasifika	Male	1	50.0%	1	50.0%	0		0		<u>2</u>
	Female	0		0		0		2	100.0%	<u>2</u>
	Total	1	25.0%	1	25.0%	0		2	50.0%	<u>4</u>
Asian	Male	0		0		3	100.0%	0		<u>3</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		3	75.0%	1	25.0%	<u>4</u>
MELAA	Male	0		1	50.0%	1	50.0%	0		<u>2</u>
	Female	0		0		1	50.0%	1	50.0%	<u>2</u>
	Total	0		1	25.0%	2	50.0%	1	25.0%	<u>4</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	2	25.0%	3	37.5%	2	25.0%	1	12.5%	<u>8</u>
	Female	1	10.0%	1	10.0%	6	60.0%	2	20.0%	<u>10</u>
	Total	3	16.7%	4	22.2%	8	44.4%	3	16.7%	<u>18</u>



Maths TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0.0%	1	3.8%	17	65.4%	8	30.8%	<u>26</u>
	Female	0	0.0%	0	0.0%	16	88.9%	2	11.1%	<u>18</u>
	Total	0	0.0%	1	2.3%	33	75.0%	10	22.7%	<u>44</u>
Maori	Male	0	0.0%	1	16.7%	3	50.0%	2	33.3%	<u>6</u>
	Female	0	0.0%	0	0.0%	3	100.0%	0	0.0%	<u>3</u>
	Total	0	0.0%	1	11.1%	6	66.7%	2	22.2%	<u>9</u>
Pasifika	Male	0	0.0%	0	0.0%	1	100.0%	0	0.0%	<u>1</u>
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<u>0</u>
	Total	0	0.0%	0	0.0%	1	100.0%	0	0.0%	<u>1</u>
Asian	Male	0	0.0%	0	0.0%	4	100.0%	0	0.0%	<u>4</u>
	Female	0	0.0%	0	0.0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0.0%	0	0.0%	5	83.3%	1	16.7%	<u>6</u>
MELAA	Male	0	0.0%	0	0.0%	1	50.0%	1	50.0%	<u>2</u>
	Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	<u>1</u>
	Total	0	0.0%	0	0.0%	2	66.7%	1	33.3%	<u>3</u>
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<u>0</u>
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<u>0</u>
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<u>0</u>
NZ/European	Male	0	0.0%	0	0.0%	8	61.5%	5	38.5%	<u>13</u>
	Female	0	0.0%	0	0.0%	11	91.7%	1	8.3%	<u>12</u>
	Total	0	0.0%	0	0.0%	19	76.0%	6	24.0%	<u>25</u>



Maths TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		6	25.0%	15	62.5%	3	12.5%	<u>24</u>
	Female	0		4	18.2%	16	72.7%	2	9.1%	<u>22</u>
	Total	0		10	21.7%	31	67.4%	5	10.9%	<u>46</u>
Maori	Male	0		2	33.3%	4	66.7%	0		<u>6</u>
	Female	0		2	50.0%	2	50.0%	0		<u>4</u>
	Total	0		4	40.0%	6	60.0%	0		<u>10</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		2	100.0%	0		<u>2</u>
Asian	Male	0		0		2	66.7%	1	33.3%	<u>3</u>
	Female	0		1	100.0%	0		0		<u>1</u>
	Total	0		1	25.0%	2	50.0%	1	25.0%	<u>4</u>
MELAA	Male	0		2	100.0%	0		0		<u>2</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		2	100.0%	0		0		<u>2</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
NZ/European	Male	0		2	16.7%	8	66.7%	2	16.7%	<u>12</u>
	Female	0		1	6.7%	12	80.0%	2	13.3%	<u>15</u>
	Total	0		3	11.1%	20	74.1%	4	14.8%	<u>27</u>



Maths TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		1	5.3%	6	31.6%	12	63.2%	<u>19</u>
	Female	0		1	4.5%	15	68.2%	6	27.3%	<u>22</u>
	Total	0		2	4.9%	21	51.2%	18	43.9%	<u>41</u>
Maori	Male	0		1	16.7%	1	16.7%	4	66.7%	<u>6</u>
	Female	0		1	20.0%	4	80.0%	0		<u>5</u>
	Total	0		2	18.2%	5	45.5%	4	36.4%	<u>11</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		3	100.0%	0		<u>3</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	100.0%	0		<u>1</u>
MELAA	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		1	100.0%	<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		0		3	30.0%	7	70.0%	<u>10</u>
	Female	0		0		9	60.0%	6	40.0%	<u>15</u>
	Total	0		0		12	48.0%	13	52.0%	<u>25</u>



Maths TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		2	8.3%	8	33.3%	14	58.3%	<u>24</u>
	Female	3	18.8%	0		9	56.3%	4	25.0%	<u>16</u>
	Total	3	7.5%	2	5.0%	17	42.5%	18	45.0%	<u>40</u>
Maori	Male	0		2	33.3%	1	16.7%	3	50.0%	<u>6</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	12.5%	2	25.0%	2	25.0%	3	37.5%	<u>8</u>
Pasifika	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Asian	Male	0		0		1	33.3%	2	66.7%	<u>3</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	20.0%	0		2	40.0%	2	40.0%	<u>5</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	0		0		3	100.0%	0		<u>3</u>
	Total	0		0		3	100.0%	0		<u>3</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		0		6	40.0%	9	60.0%	<u>15</u>
	Female	1	12.5%	0		3	37.5%	4	50.0%	<u>8</u>
	Total	1	4.3%	0		9	39.1%	13	56.5%	<u>23</u>



Maths TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		3	15.0%	10	50.0%	7	35.0%	<u>20</u>
	Female	0		5	21.7%	9	39.1%	9	39.1%	<u>23</u>
	Total	0		8	18.6%	19	44.2%	16	37.2%	<u>43</u>
Maori	Male	0		0		2	40.0%	3	60.0%	<u>5</u>
	Female	0		3	37.5%	5	62.5%	0		<u>8</u>
	Total	0		3	23.1%	7	53.8%	3	23.1%	<u>13</u>
Pasifika	Male	0		1	50.0%	0		1	50.0%	<u>2</u>
	Female	0		0		0		2	100.0%	<u>2</u>
	Total	0		1	25.0%	0		3	75.0%	<u>4</u>
Asian	Male	0		1	33.3%	1	33.3%	1	33.3%	<u>3</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		1	25.0%	1	25.0%	2	50.0%	<u>4</u>
MELAA	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		0		0		2	100.0%	<u>2</u>
	Total	0		0		2	50.0%	2	50.0%	<u>4</u>
Other	Male	0		0		0		0		0
	Female	0		0		0		0		0
	Total	0		0		0		0		0
NZ/European	Male	0		1	12.5%	5	62.5%	2	25.0%	<u>8</u>
	Female	0		2	20.0%	4	40.0%	4	40.0%	<u>10</u>
	Total	0		3	16.7%	9	50.0%	6	33.3%	<u>18</u>



Other Funded Interventions / Support

High and Complex Needs (HCN)

- Year 6 (1)

Interim Response funding (IRF)

- Year 0 (1)
- Year 1 (1)

Ongoing Resourcing Scheme (ORS)

- Year 0 (1)
- Year 2 (1)
- Year 6 (1)

Oranga Tamariki (OT)

- Year 3 (1)

Behaviour funding (BEH)

- Year 6 (1)

Speech and Language (SLT)

- Year 0 (1)
- Year 1 (1)
- Year 2 (1)
- Year 3 (1)

High Health Needs (HHN)

- Year 0 (1)

In Class Support (ICS)

- Year 4 (1)

Resource Teacher Learning and Behaviour (RTLb)

- Year 1 (1)
- Year 2 (3)
- Group intervention (Year 1, 2 & 3)
- Whole school teacher support with Literacy

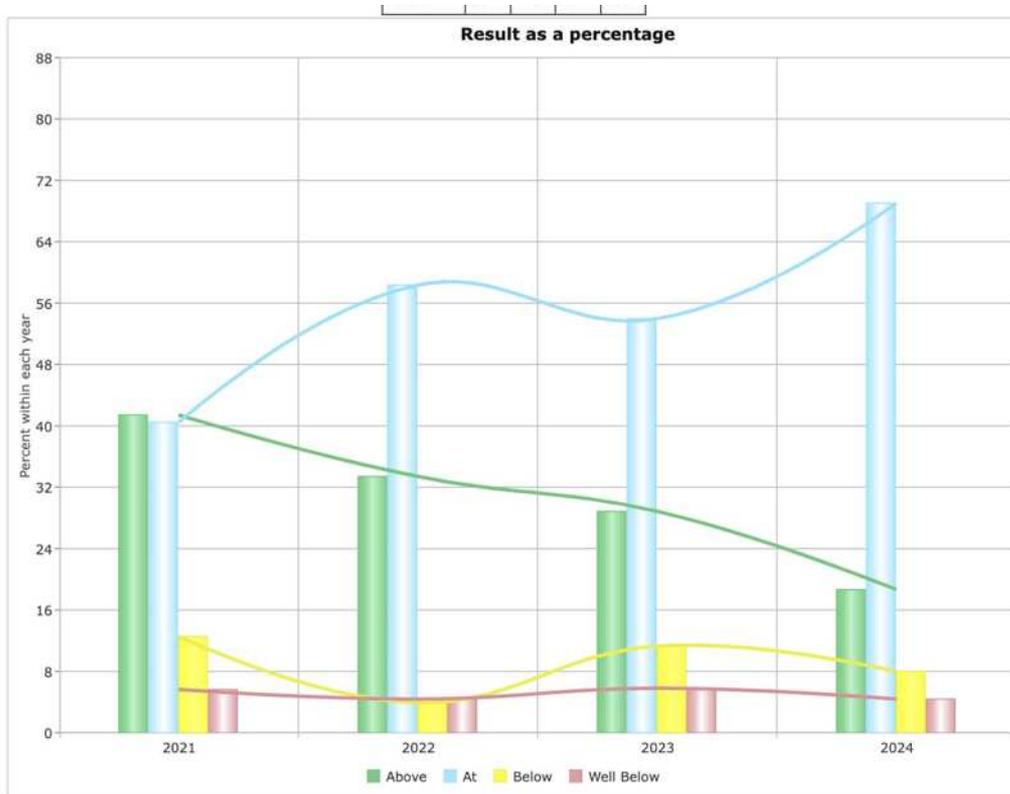


TPJ data - Shifts over time

This data shows Well Below, Below, At and Above achievement over four years for Reading, Writing and Maths.
The next three slides show all children including leavers.



Reading TPJ Year Level Graph 2024

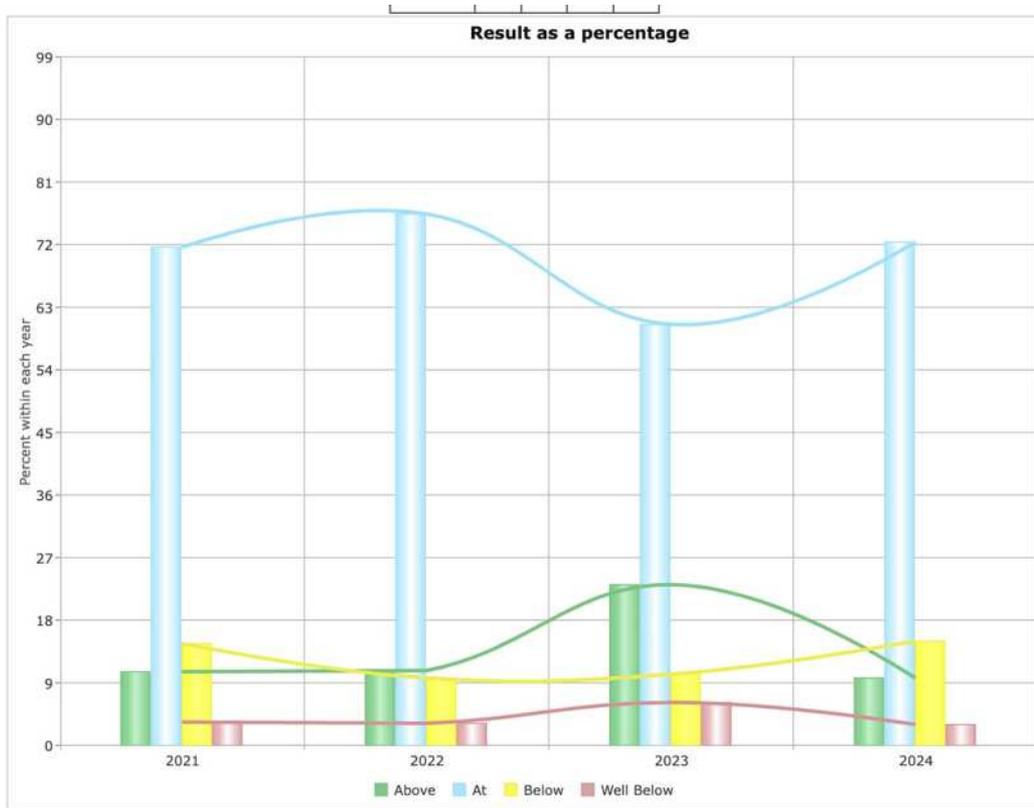


(10292) Reading

	2021	2022	2023	2024
Above	125	93	84	56
At	122	162	157	207
Below	38	11	33	24
Well Below	17	12	17	13
Totals	302	278	291	300



Writing TPJ Year Level Graph 2024

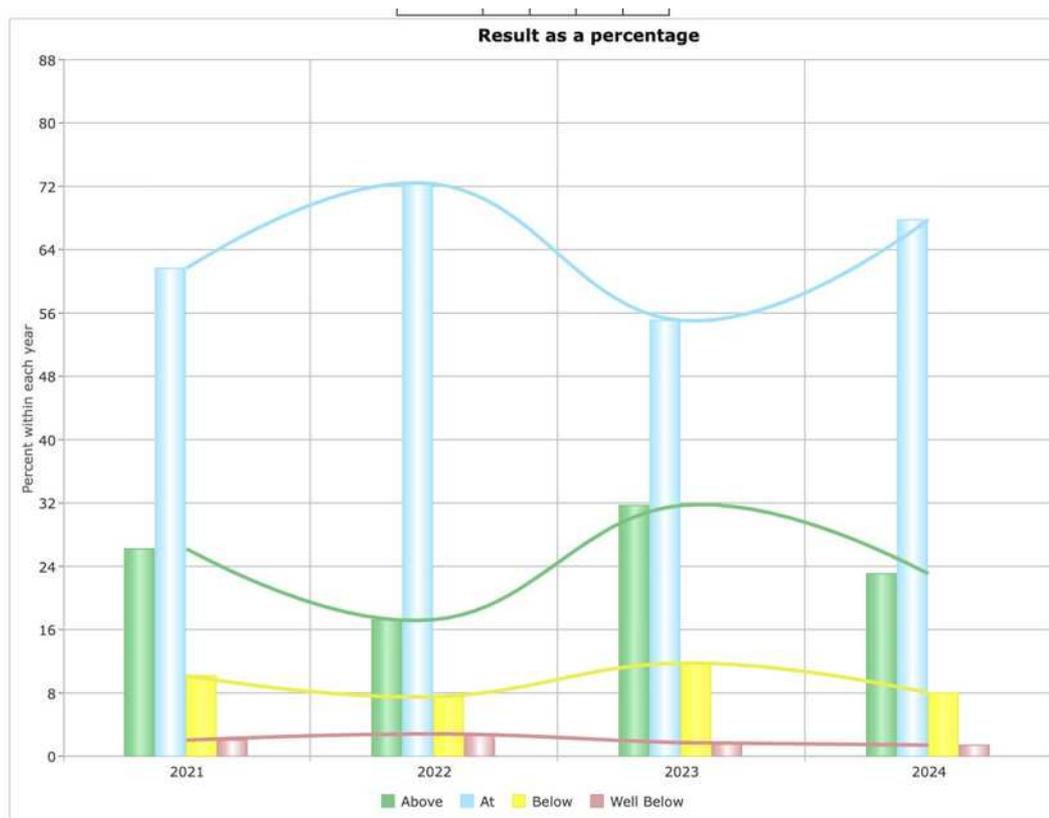


(10293) Writing

	2021	2022	2023	2024
Above	32	30	67	29
At	216	212	176	217
Below	44	27	30	45
Well Below	10	9	18	9
Totals	302	278	291	300



Mathematics TPJ Year Level Graph 2024



(10294) Maths

	2021	2022	2023	2024
Above	79	48	92	69
At	186	201	160	203
Below	31	21	34	24
Well Below	6	8	5	4
Totals	302	278	291	300



Target Cohort Tracking

Comparing Year 4 2023 to Year 5 2024

We have identified the Year 1 cohort in 2020 to track through their schooling to the end of Year 6. Data has been collated from 2022, 2023 and 2024. Any children that have left or arrived during the year are not included in the data. This ensures we are tracking the same children all the way through. In 2024 this is now a group of 39 children.

In the next three slides you will find the count TPJ graphs for this cohort.



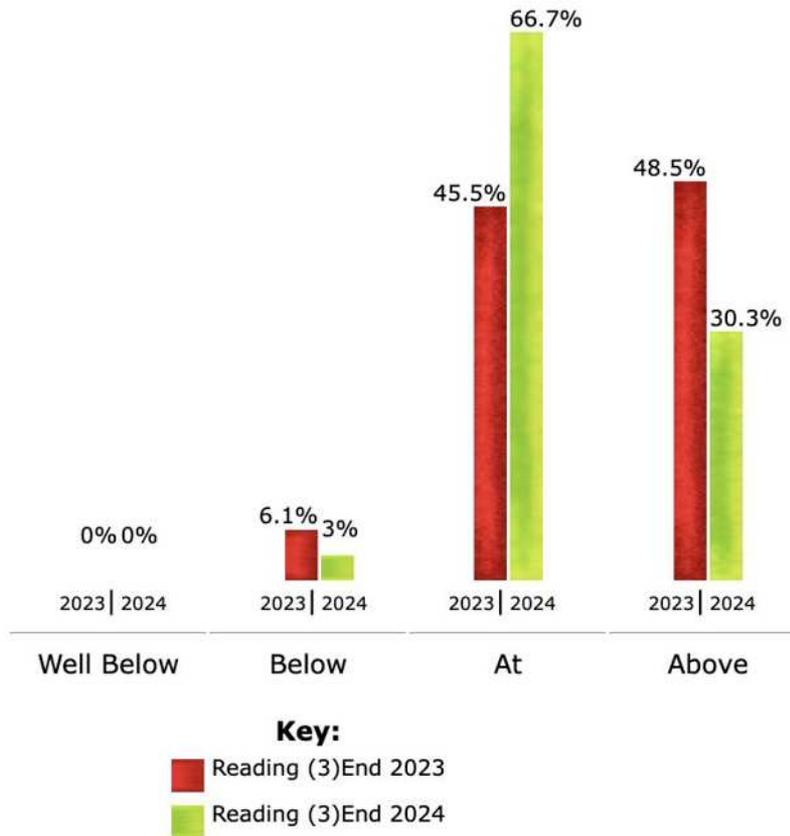
Reading Cohort Data

Reading (3)End Target Cohort for 2021 onwards 2023

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		6% (2)	45% (15)	48% (16)
Y5				
Y6				
Totals		6.1% 2	45.5% 15	48.5% 16

Reading (3)End Target Cohort for 2021 onwards 2024

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4				
Y5		3% (1)	67% (22)	30% (10)
Y6				
Totals		3% 1	66.7% 22	30.3% 10



Writing Cohort Data

Writing (3)End

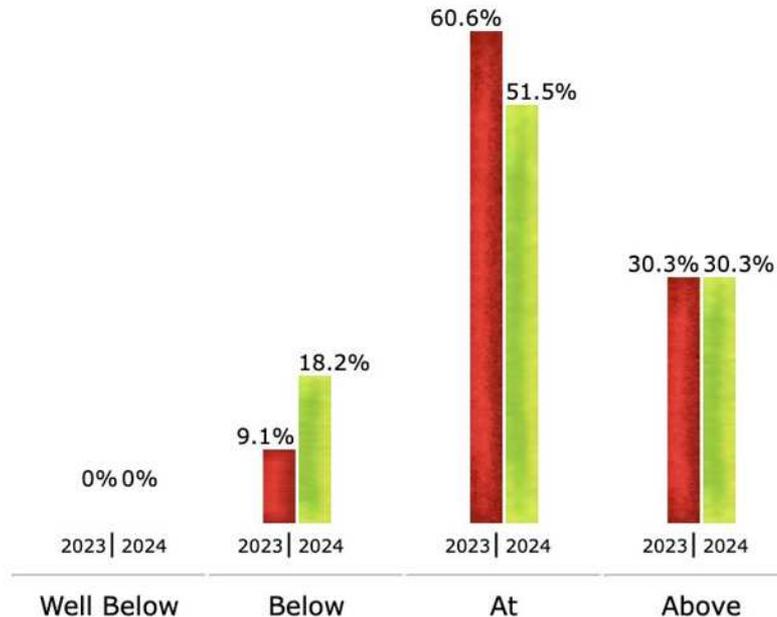
Target Cohort for 2021 onwards 2023

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		9% (3)	61% (20)	30% (10)
Y5				
Y6				
Totals		9.1% 3	60.6% 20	30.3% 10

Writing (3)End

Target Cohort for 2021 onwards 2024

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4				
Y5		18% (6)	52% (17)	30% (10)
Y6				
Totals		18.2% 6	51.5% 17	30.3% 10



Key:

- Writing (3)End 2023
- Writing (3)End 2024



Mathematics Cohort Data

Maths (3)End

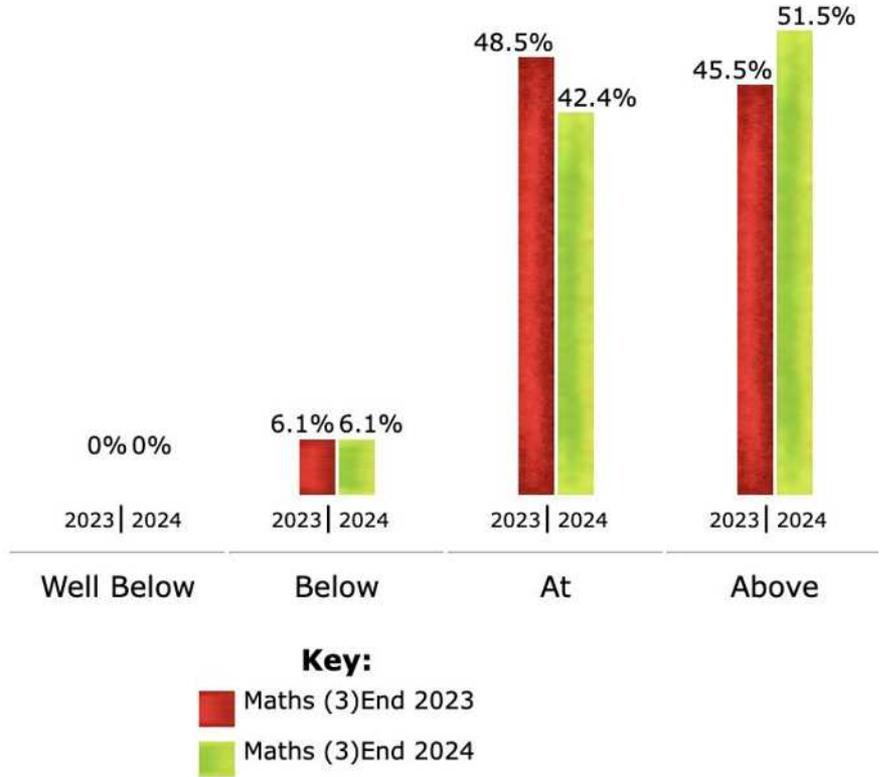
Target Cohort for 2021 onwards 2023

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		6% (2)	48% (16)	45% (15)
Y5				
Y6				
Totals		6.1% 2	48.5% 16	45.5% 15

Maths (3)End

Target Cohort for 2021 onwards 2024

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4				
Y5		6% (2)	42% (14)	52% (17)
Y6				
Totals		6.1% 2	42.4% 14	51.5% 17



Maths and Literacy Data 2024

Written by Janice Krammer and SLT

This year's results continue to show the alignment between PaCT and TPJ data, again showing that majority of children are working at and above in each year level. We continue our professional data moderation conversations in small groups, teams and whole staff, to ensure the data is accurate. This year our professional development continued with the Developing Mathematical Capabilities group, which is supporting and guiding us in the changes of the new curriculum. Teacher knowledge is at the forefront and PD sessions have been held in teams and staff meetings. Developing Mathematical Capabilities aligns with PaCT and together confirm the accuracy of our judgements.

In writing, our focus for the whole school has been developing self managed writers. The children are focussed on the learning intentions and a variety of supporting materials enable the children to work out their next step learning. We are having greater success throughout the school and children are becoming independent writers. We have also implemented The Writing Revolution programme and we have been supported by an RTLB.

In reading, our focus has been around impact analysis cycles. We have continued to develop this tool and included a cultural capability focus. Teachers are working on developing independence with their learners and having face to face conversations with whānau about progress and celebrating the successes. This year we have also had success with UFLI and a smooth transition from BSLA to UFLI.



How to read the PACT data

- The curriculum level is on the left. The expected level of achievement has been highlighted using a (blue) band . This is the expected level for the age group listed. Each band covers two years of work. Year 1, 3 and 5 children should be achieving within the band, while year 2, 4 and 6 children are expected to have completed the level.
- The PACT Scale - when teachers decisions are entered, the PACT synthesises their judgements into a PACT Scale score. This is shown as a range rather than a fixed point and is displayed in relationship to the New Zealand Curriculum Levels.
- Each student is represented by a mark on the graph showing the range of learning within each level.



PACT Expectation for Reporting

End of Year Reading, Writing and Maths - Reporting

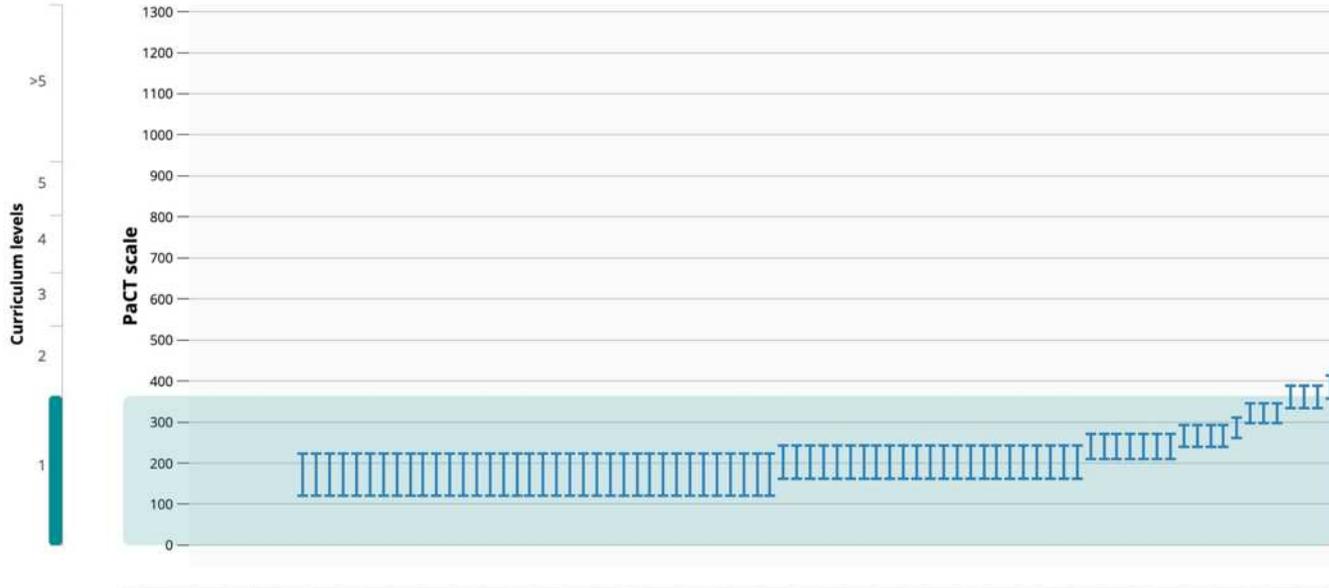
	Well Below	Below	At	Above
Year 1	NA	NA	Level 1 early/mid	NA
Year 2	NA	Level 1 early	Level 1 mid/late	Level 2 early
Year 3	Level 1 early	Level 1 mid/late	Level 2 early/mid	Level 2 late
Year 4	Level 1 mid/late	Level 2 early	Level 2 mid/late	Level 3 early
Year 5	Level 2 early	Level 2 mid/late	Level 3 early/mid	Level 3 late
Year 6	Level 2 mid/late	Level 3 early	Level 3 mid/late	Level 4 early



Maths Year 1

Te Ara Koropiko West Spreydon School - Year 1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

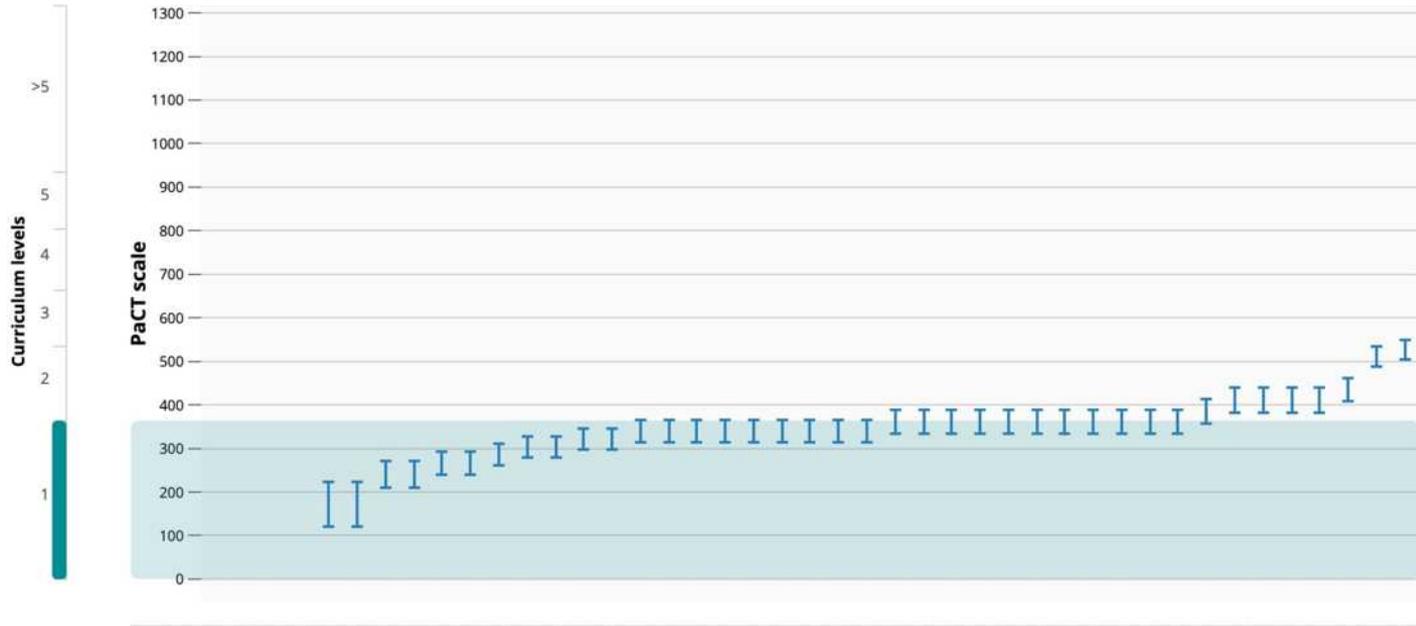
To change sort order please use table below



Maths Year 2

Te Ara Koropiko West Spreydon School - Y2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

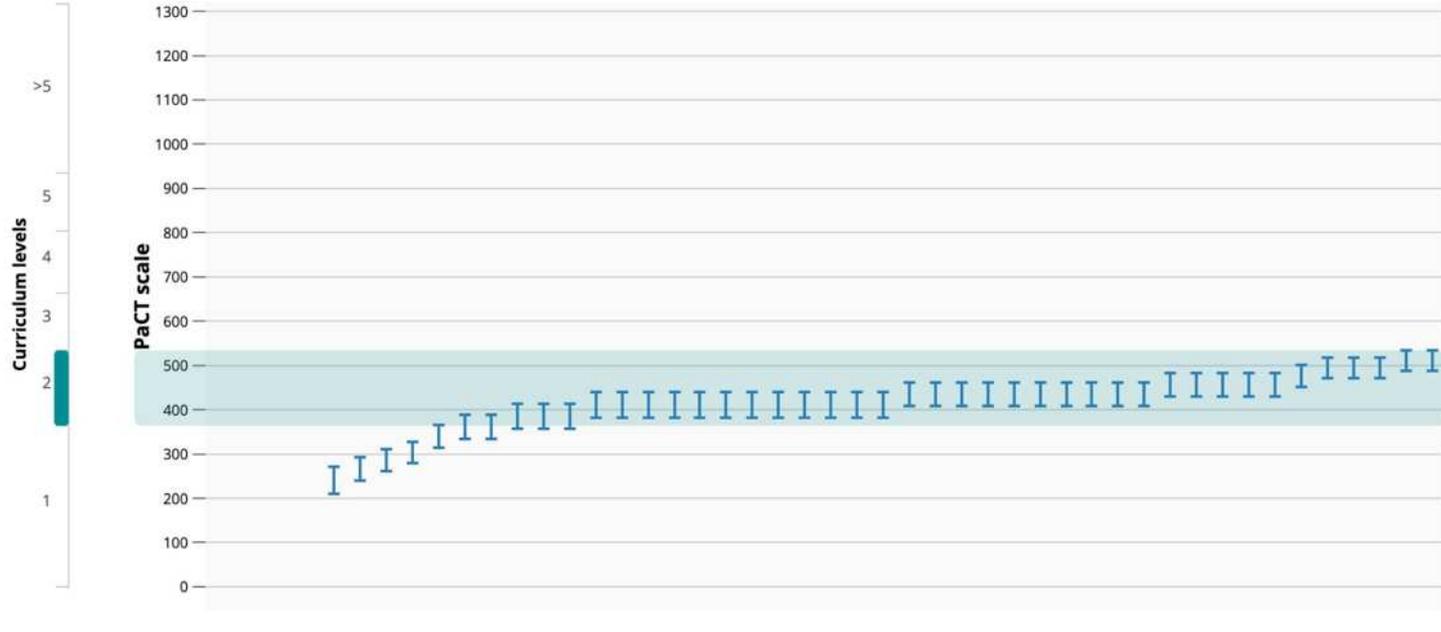
To change sort order please use table below



Maths Year 3

Te Ara Koropiko West Spreydon School - Y3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

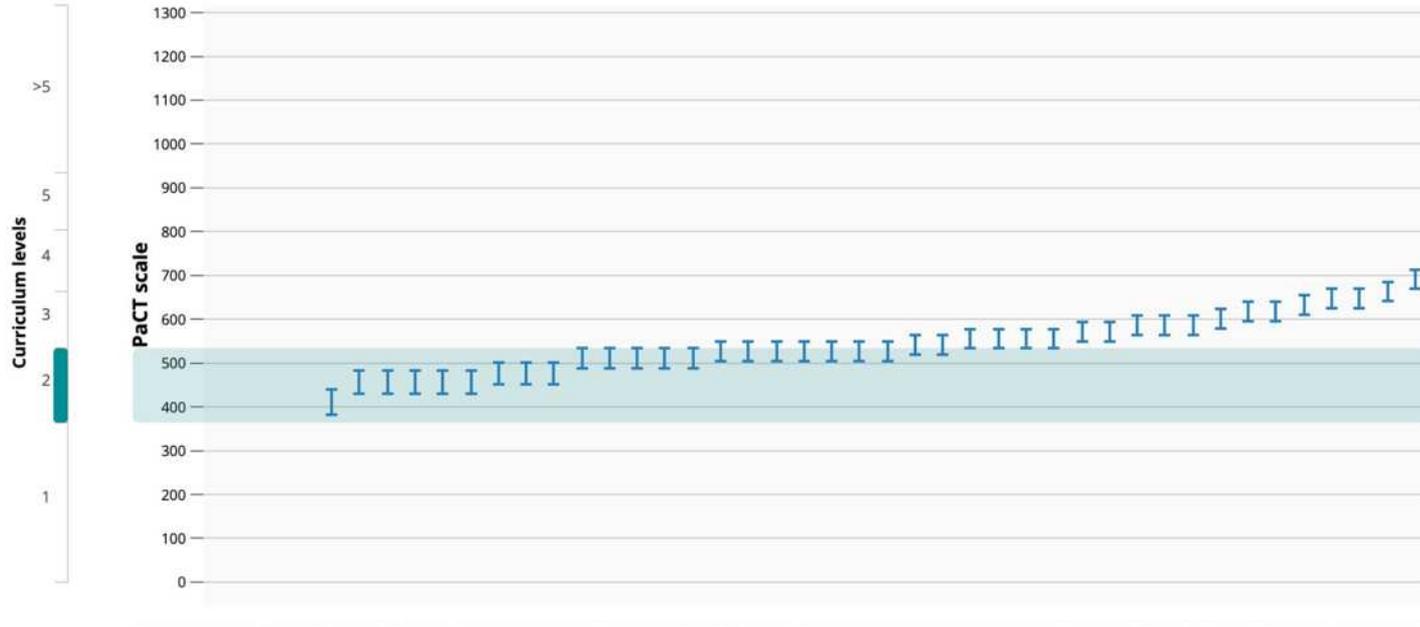
To change sort order please use table below



Maths Year 4

Te Ara Koropiko West Spreydon School - Y4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

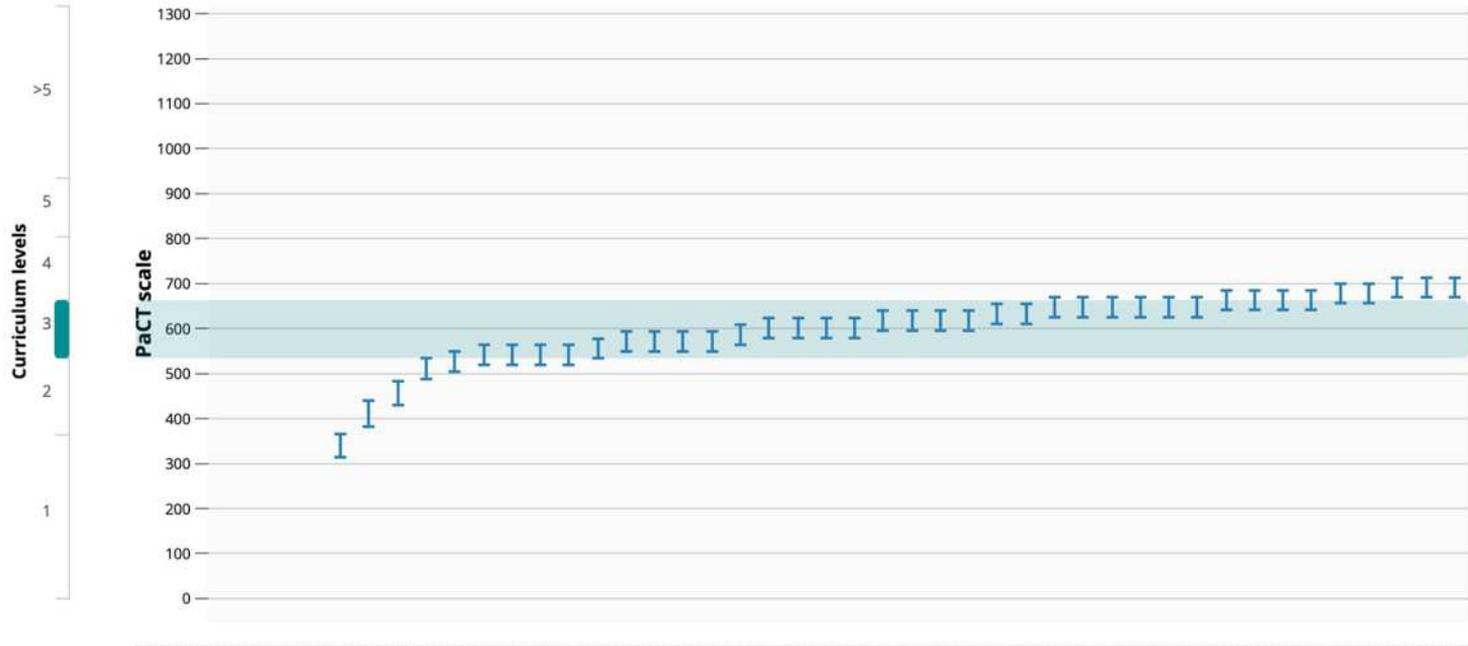
To change sort order please use table below



Maths Year 5

Te Ara Koropiko West Spreydon School - Y5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

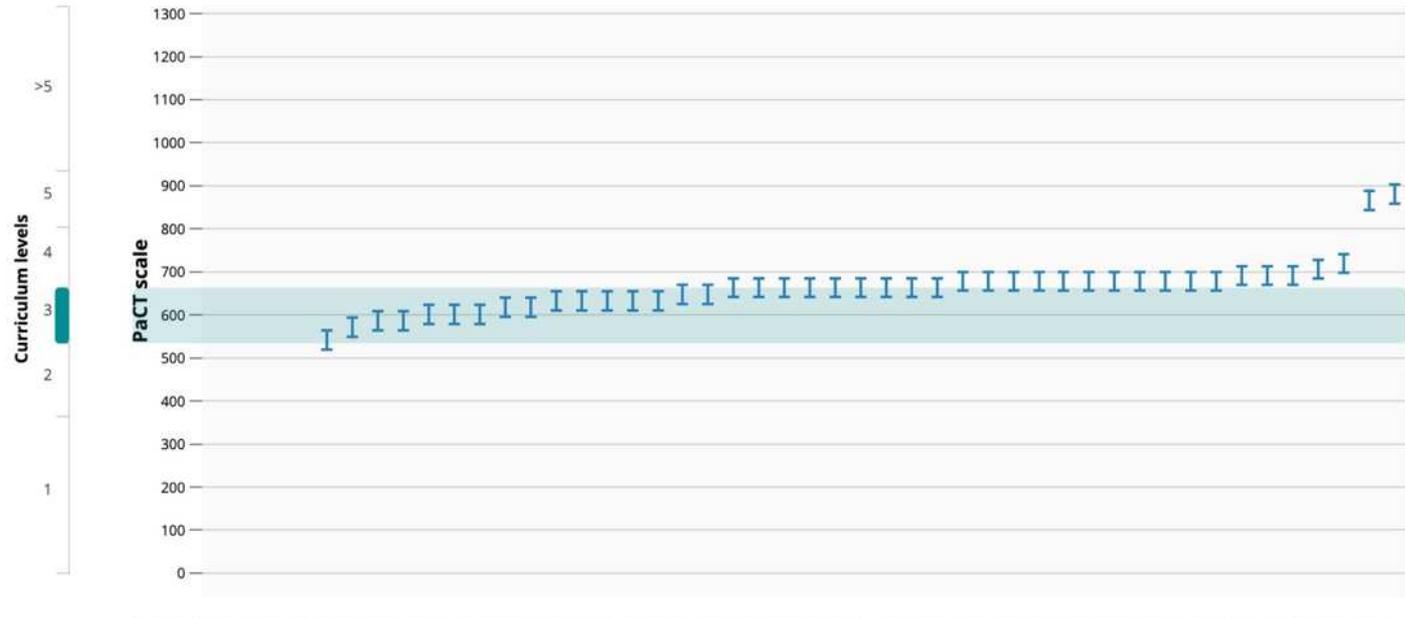
To change sort order please use table below



Maths Year 6

Te Ara Koropiko West Spreydon School - Y6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

To change sort order please use table below



Writing Year 1

Te Ara Koropiko West Spreydon School - Y1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

To change sort order please use table below



Writing Year 2

Te Ara Koropiko West Spreydon School - Y2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: Latest



Students - Sorted by Range (Ascending)

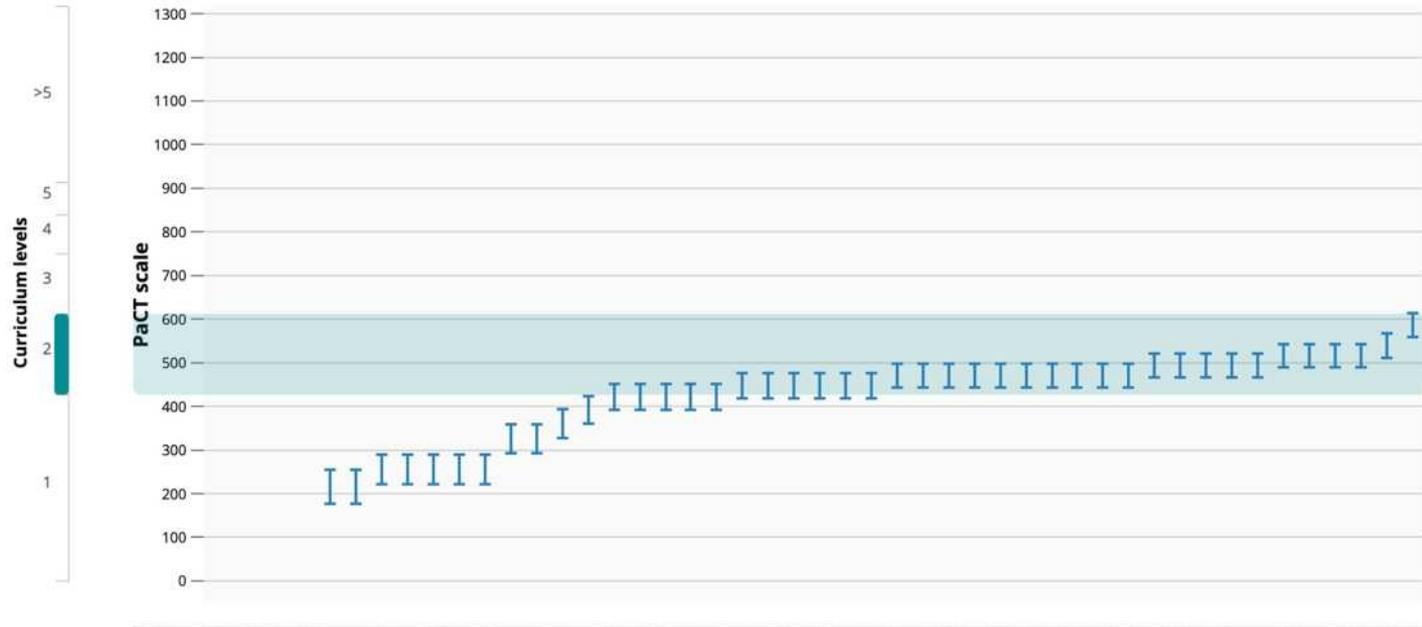
To change sort order please use table below



Writing Year 3

Te Ara Koropiko West Spreydon School - Y3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

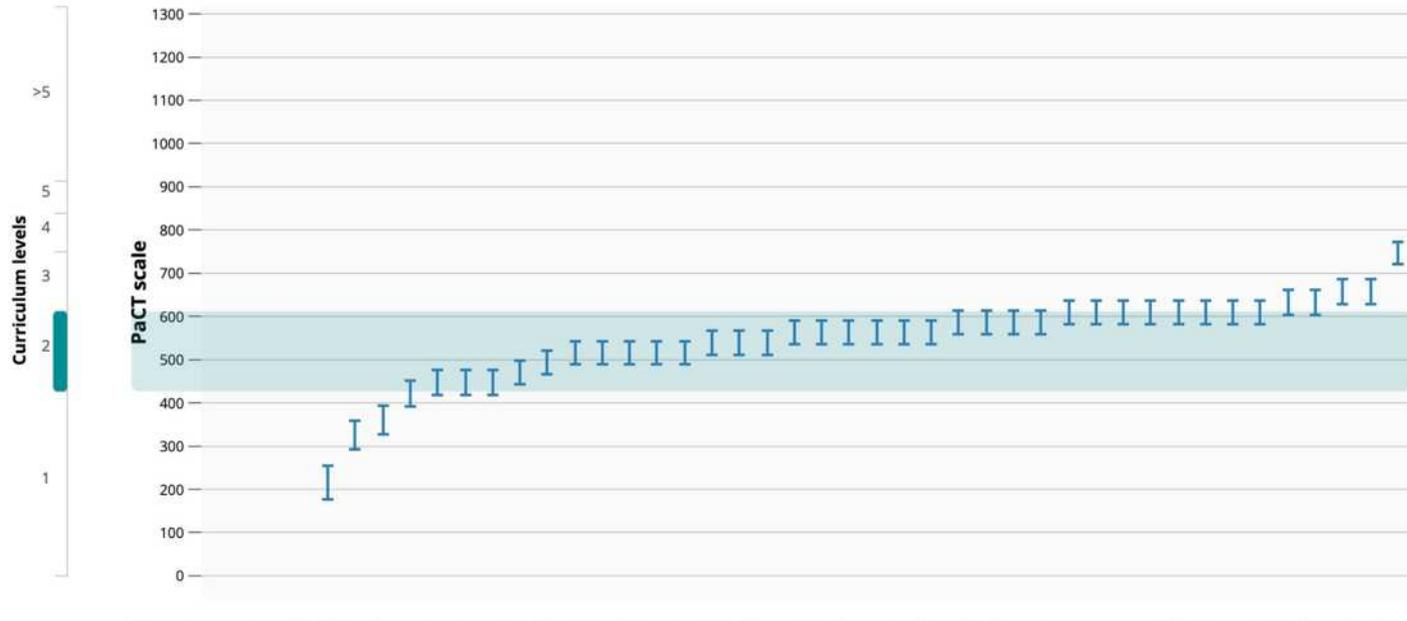
To change sort order please use table below



Writing Year 4

Te Ara Koropiko West Spreydon School - Y4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

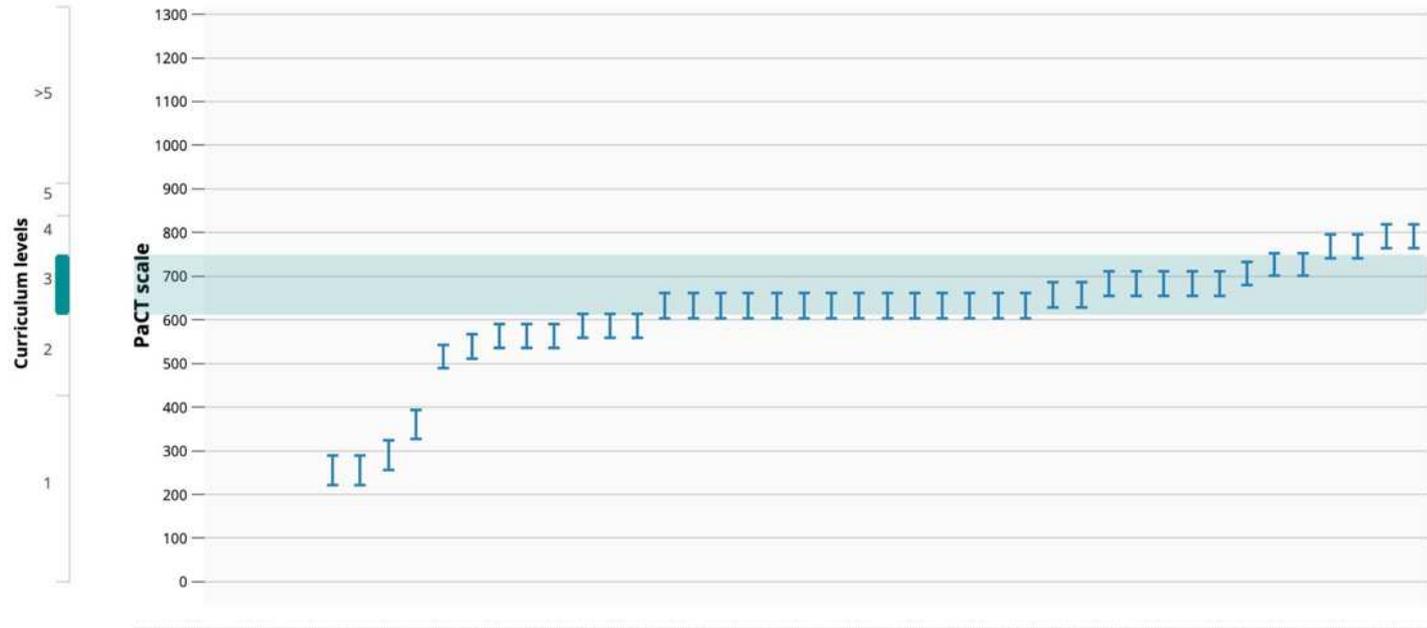
To change sort order please use table below



Writing Year 5

Te Ara Koropiko West Spreydon School - Y5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

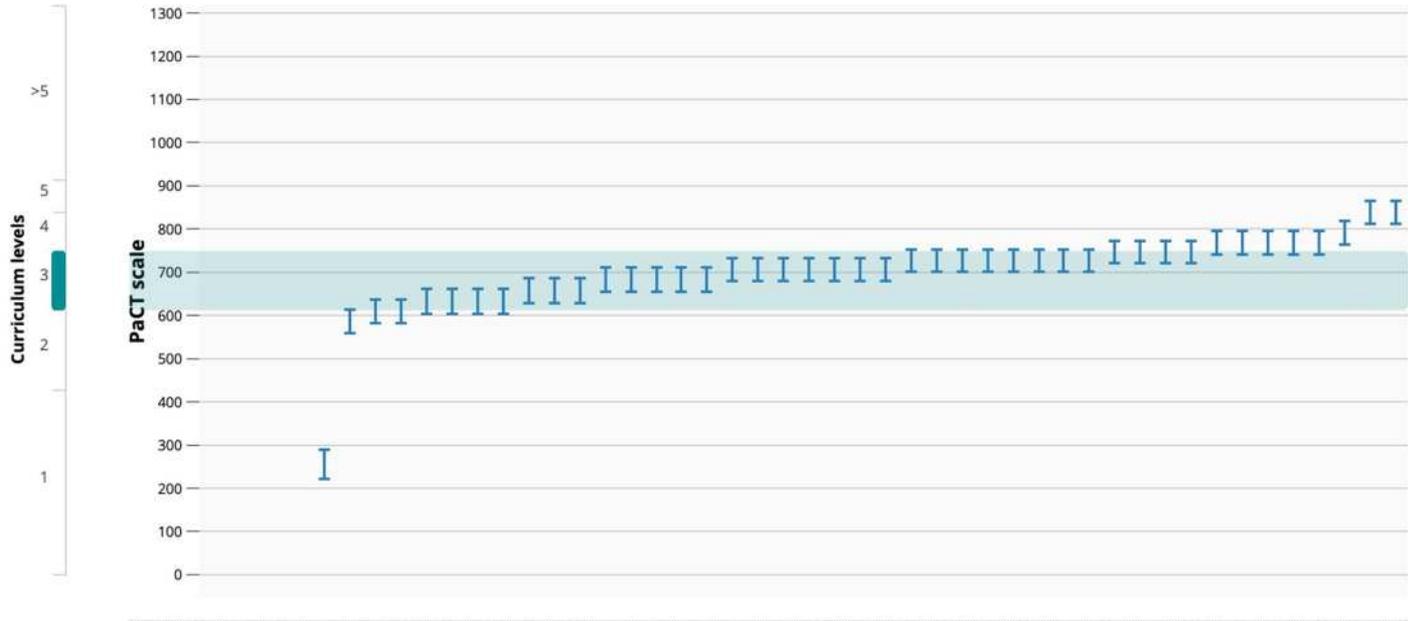
To change sort order please use table below



Writing Year 6

Te Ara Koropiko West Spreydon School - Y6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

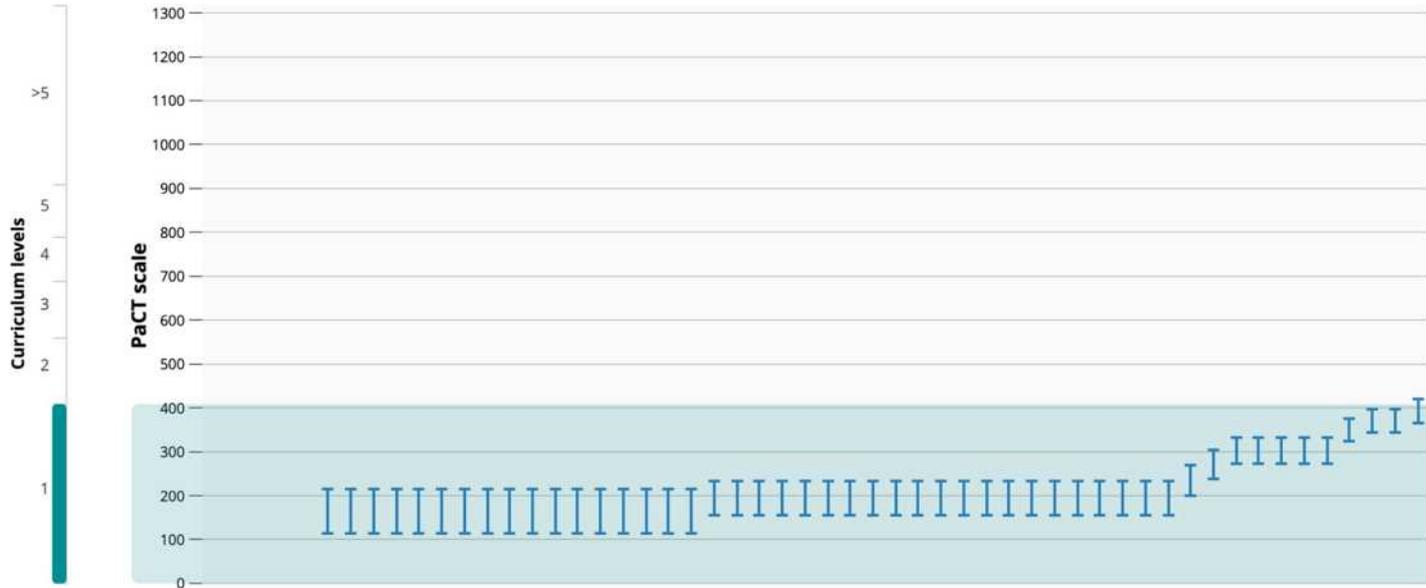
To change sort order please use table below



Reading Year 1

Te Ara Koropiko West Spreydon School - Y1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

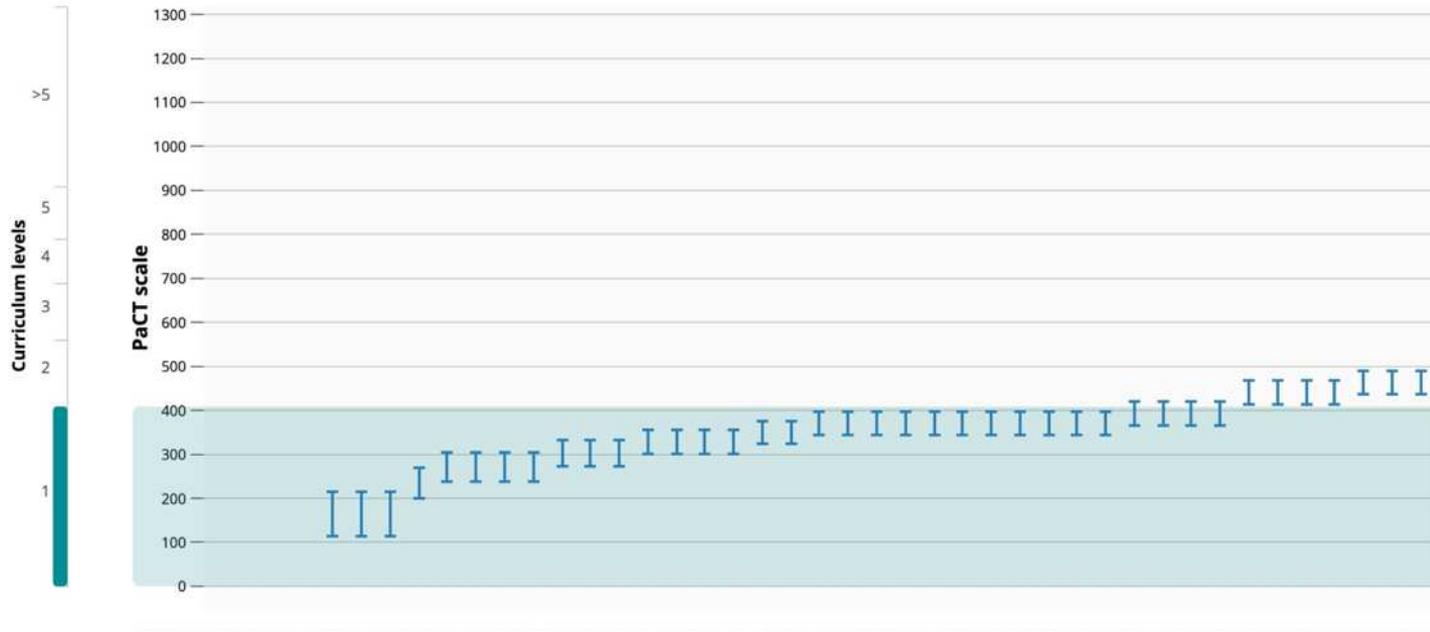
To change sort order please use table below



Reading Year 2

Te Ara Koropiko West Spreydon School - Y2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

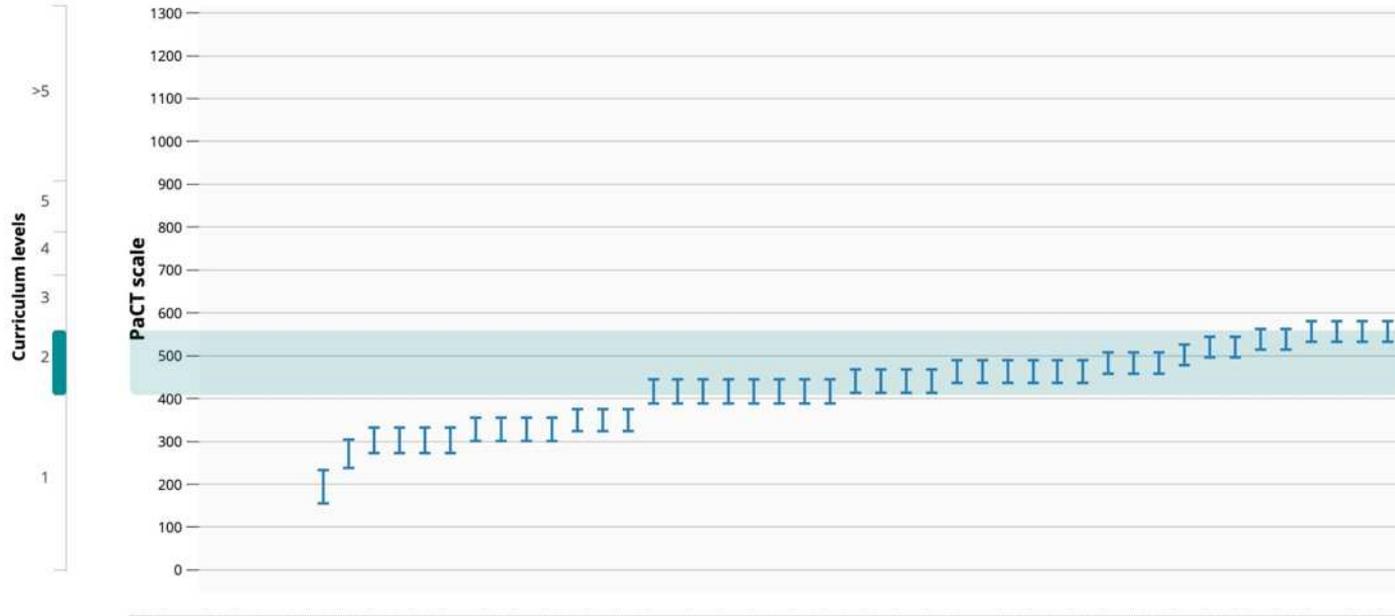
To change sort order please use table below



Reading Year 3

Te Ara Koropiko West Spreydon School - Y3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

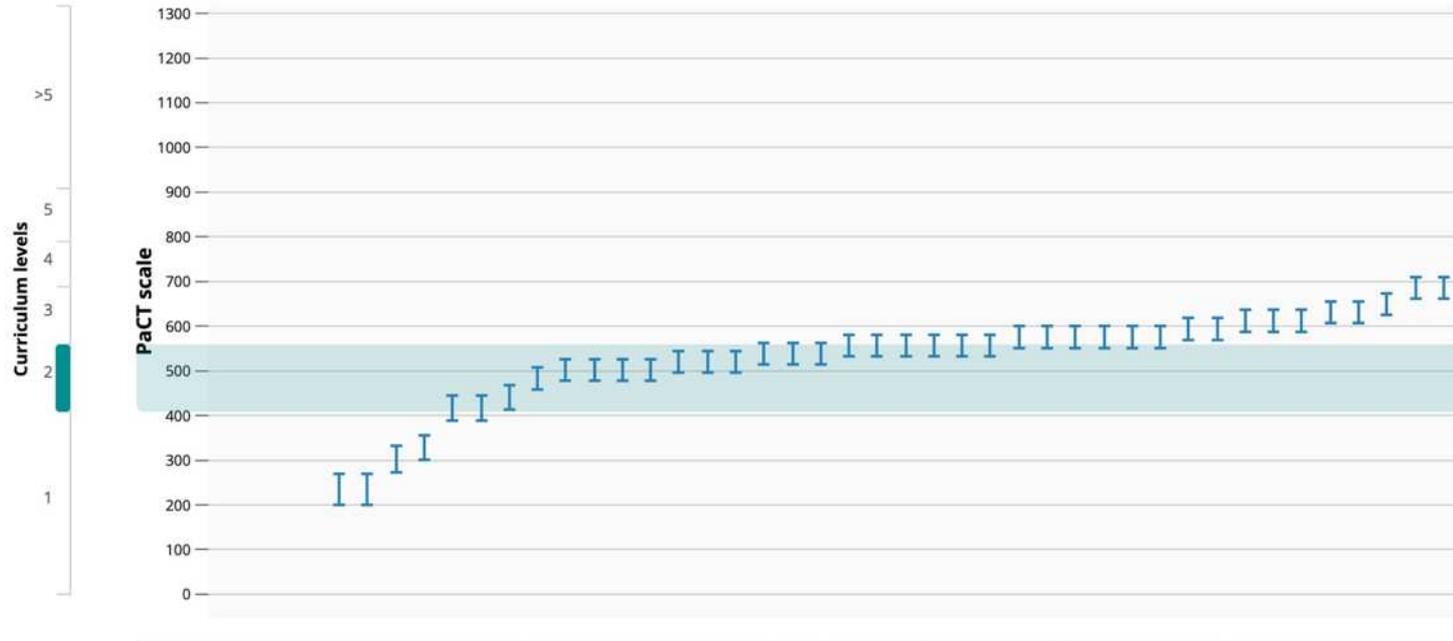
To change sort order please use table below



Reading Year 4

Te Ara Koropiko West Spreydon School - Y4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

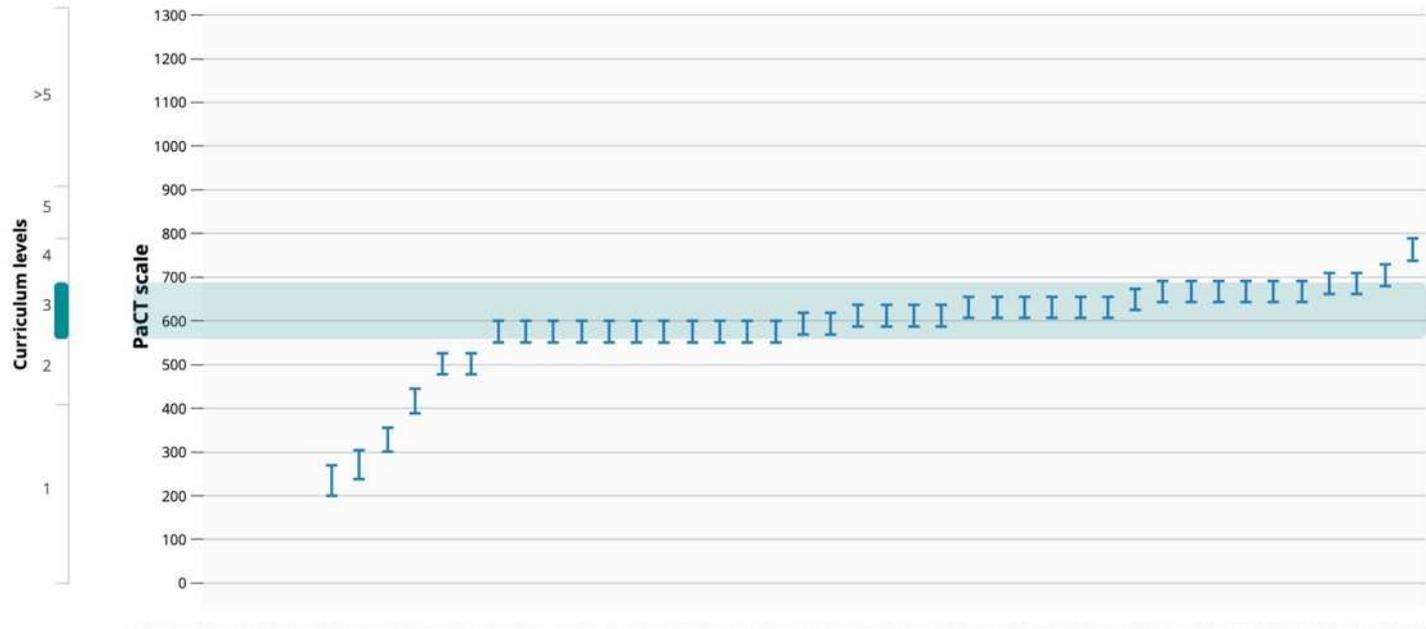
To change sort order please use table below



Reading Year 5

Te Ara Koropiko West Spreydon School - Y5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

To change sort order please use table below



Reading Year 6

Te Ara Koropiko West Spreydon School - Y6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

To change sort order please use table below



2024 Target Summary

[\(link attached\)](#)

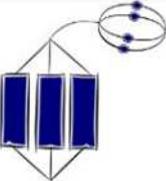


Deep Learning Data

The following data shows data points that our kaiako have assessed our tamariki on regarding SOLO before and during the context of Thinking Critically (Science) - 'The Wild World'.

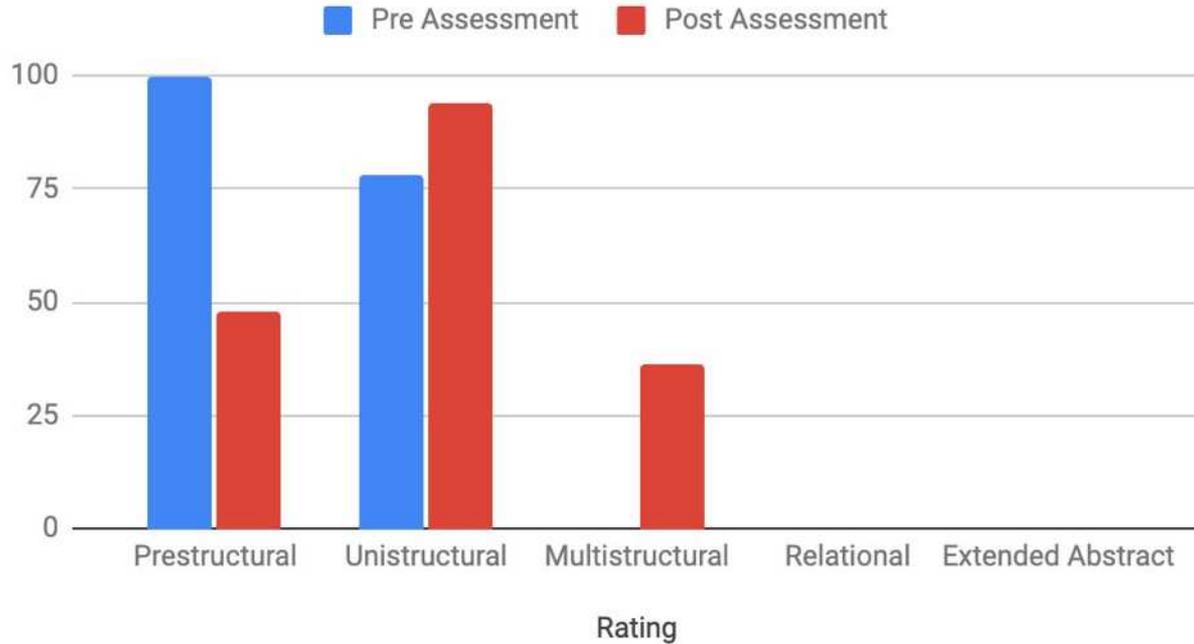


thinking critically: science.

				
<p>I need help to think critically in science</p>	<p>I can think critically in science if I am prompted or directed.</p>	<p>I use several strategies to think critically in science but I am not sure when and or why I use them.</p> <p><i>(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)</i></p>	<p>I use several strategies to think critically in science and I know when and why I use them.</p> <p>I can monitor and adjust what I do to fix any errors.</p> <p><i>(strategic or purposeful use of strategies – knows why and when).</i></p>	<p>AND ...</p> <p>I can teach others to think critically in science</p> <p>I act as a role model for others to help them think critically in science</p> <p>I seek and act on feedback to improve my performance of thinking critically in science</p> <p>I can demonstrate thinking critically in science and in new scientific contexts.</p>
	<p>Cognitive stage – appropriate demonstrations - continuous feedback (informative and positive) - task structured for early success.</p>	<p>Associative stage – repetition and practice - focus on effort and attention to detail - feedback, reflection and adjustment.</p>	<p>Autonomous stage – opportunities to use the skill proactively – in different contexts - to develop fluency and automaticity.</p>	



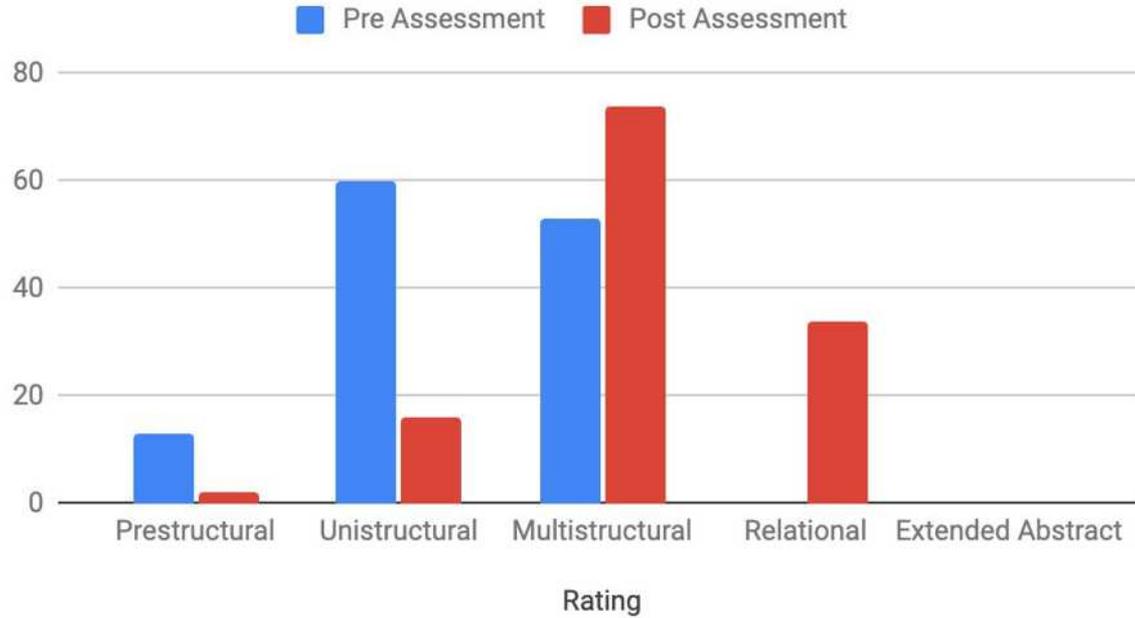
Puna Hao Pre Assessment and Post Assessment



Rating	Pre Assessment	Post Assessment
Prestructural	100	48
Unistructural	78	94
Multistructural	0	36
Relational	0	0
Extended Abstract	0	0
Total	178	178



Puna Paranui Pre Assessment and Post Assessment



Rating	Pre Assessment	Post Assessment
Prestructural	13	2
Unistructural	60	16
Multistructural	53	74
Relational	0	34
Extended Abstract	0	0
Total	126	126

