

Katikati Primary School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1765

Principal: Andrea Nicholson

School Address: Beach Road, Katikati 3129

School Postal Address: Beach Road, Katikati 3129

School Phone: 07 549 0105

School Email: admin@katikati.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Mrs Andrea Nicholson	Principal	ex Officio	
Mr Roy Nathan	Chairperson	Elected	September 2025
Mrs Michelle Kedian	Treasurer	Elected	September 2025
Mr Luke Clark	Property	Elected	September 2025
Mrs Jenner Ballinger-Judd	Personnel	Elected	September 2025
Ms Anita Rapson	Trustee	Elected	September 2025
Ms Melanie Paterson	Staff Rep	Elected	September 2025

Accountant / Service Provider: Katikati Chartered Accountants Limited

KATIKATI PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Katikati Primary School

Statement of Responsibility

For the year ended 31 December 2023

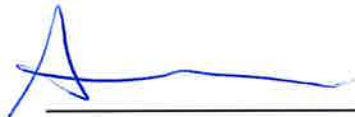
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

ANITA JANE RAPSON
Full Name of Presiding Member


Signature of Presiding Member

16th May 2024
Date:

AMANDA JULIE WILLETT
Full Name of Principal
ACTING Principal


Signature of Principal

16th May 2024
Date:

Katikati Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	4,782,450	3,288,519	4,207,695
Locally Raised Funds	3	163,063	101,800	121,020
Interest		34,199	4,500	10,775
		<hr/>	<hr/>	<hr/>
		4,979,712	3,394,819	4,339,490
Expenses				
Locally Raised Funds	3	31,520	4,000	18,328
Learning Resources	4	3,633,011	2,920,500	3,135,937
Administration	5	252,457	322,950	251,662
Interest		3,481	-	5,799
Property	6	1,021,812	296,700	800,986
Loss on Disposal of Property, Plant and Equipment		24,542	-	-
		<hr/>	<hr/>	<hr/>
		4,966,823	3,544,150	4,212,712
Net Surplus / (Deficit) for the year		12,889	(149,331)	126,778
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		12,889	(149,331)	126,778

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

Katikati Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	Actual 2023 \$	Budget (Unaudited) 2023 \$	Actual 2022 \$
Balance at 1 January		1,086,197	1,086,267	959,419
Total comprehensive revenue and expense for the year		12,889	(149,331)	126,778
Contributions from / (Distributions to) the Ministry of Education				
Contribution - Furniture and Equipment Grant		31,413	-	-
Contribution - Te Mana Tuhono Funding		50,372	-	-
Distribution - Hall transferred to MOE		(58,768)	-	-
Equity at 31 December		1,122,103	936,936	1,086,197
Retained Earnings		1,122,103	936,936	1,086,197
Equity at 31 December		1,122,103	936,936	1,086,197

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.

Katikati Primary School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	7	474,231	435,655	612,165
Accounts Receivable	8	246,513	224,345	207,982
GST Receivable		1,222	-	-
Prepayments		2,167	2,000	6,644
Inventories	9	2,534	2,300	2,107
Investments	10	344,360	330,000	328,172
		<u>1,071,027</u>	<u>994,300</u>	<u>1,157,072</u>
Current Liabilities				
GST Payable		-	16,517	32,150
Accounts Payable	12	269,892	270,000	222,520
Finance Lease Liability - Current Portion	16	11,702	25,000	30,803
Funds held in Trust	17	6,000	84,930	-
Funds held for Capital Works Projects	18	1,187	3,000	190,488
		<u>288,781</u>	<u>399,447</u>	<u>475,961</u>
Working Capital Surplus/(Deficit)		782,246	594,853	681,111
Non-current Assets				
Property, Plant and Equipment	11	383,891	387,102	440,102
		<u>383,891</u>	<u>387,102</u>	<u>440,102</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	32,019	32,019	23,576
Finance Lease Liability	16	12,015	13,000	11,440
		<u>44,034</u>	<u>45,019</u>	<u>35,016</u>
Net Assets		<u><u>1,122,103</u></u>	<u><u>936,936</u></u>	<u><u>1,086,197</u></u>
Equity		<u><u>1,122,103</u></u>	<u><u>936,936</u></u>	<u><u>1,086,197</u></u>

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

Katikati Primary School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,389,093	784,519	1,310,317
Locally Raised Funds		145,936	103,800	149,104
Goods and Services Tax (net)		(33,372)	-	36,585
Payments to Employees		(806,498)	(943,259)	(776,191)
Payments to Suppliers		(618,454)	(707,150)	(459,109)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		(3,481)	-	(5,799)
Interest Received		34,295	4,500	9,671
Net cash from / (to) the Operating Activities		107,519	(757,590)	264,578
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	7,257
Purchase of Property Plant & Equipment (and Intangibles)		(56,416)	220,000	(101,570)
Purchase of Investments		(16,188)	137,544	(6,621)
Proceeds from Sale of Investments		-	60,000	-
Net cash from / (to) the Investing Activities		(72,604)	417,544	(100,935)
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,413	-	-
Finance Lease Payments		(16,178)	(19,000)	9,418
Painting contract payments		-	(61,000)	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		(183,301)	-	117,898
Funds Held for Capital Works Projects		-	-	-
Other Cash flows		(4,782)	-	-
Net cash from Financing Activities		(172,848)	(80,000)	127,316
Net increase/(decrease) in cash and cash equivalents		(137,933)	(420,046)	290,959
Cash and cash equivalents at the beginning of the year	7	612,165	250,715	321,205
Cash and cash equivalents at the end of the year	7	474,232	(169,331)	612,165

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Katikati Primary School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Katikati Primary 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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

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 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) 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 by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

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, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

o) Funds Held in Trust

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

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

p) 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.

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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

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

s) 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.

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,410,212	1,238,519	1,310,589
Teachers' Salaries Grants	2,705,590	2,050,000	2,335,812
Use of Land and Buildings Grants	666,648	-	561,294
Other Grants	-	-	-
	<u>4,782,450</u>	<u>3,288,519</u>	<u>4,207,695</u>

The school has opted in to the donations scheme for this year. Total amount received was \$79,755.

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	13,901	7,000	7,407
Curriculum related Activities - Purchase of goods and services	17,810	-	16,286
Fees for Extra Curricular Activities	68,007	43,000	20,556
Trading	970	2,000	2,421
Fundraising & Community Grants	57,763	16,800	12,358
Other Revenue	4,612	33,000	61,992
	<u>163,063</u>	<u>101,800</u>	<u>121,020</u>
Expenses			
Extra Curricular Activities Costs	27,238	-	13,327
Trading	4,282	4,000	5,001
	<u>31,520</u>	<u>4,000</u>	<u>18,328</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>131,543</u>	<u>97,800</u>	<u>102,692</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	203,289	193,100	128,135
Information and Communication Technology	933	3,000	2,753
Library Resources	5,167	2,400	1,533
Employee Benefits - Salaries	3,302,626	2,598,000	2,904,881
Staff Development	36,973	51,000	14,324
Depreciation	84,023	73,000	84,311
	<u>3,633,011</u>	<u>2,920,500</u>	<u>3,135,937</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	6,160	6,700	6,172
Board Fees	6,880	4,000	3,430
Board Expenses	12,289	1,200	3,319
Intervention Costs & Expenses	952	2,000	272
Communication	3,719	3,500	3,499
Consumables	11,171	14,100	9,393
Operating Lease	4,504	32,100	3,101
Other	52,940	105,250	65,777
Employee Benefits - Salaries	120,929	127,000	125,996
Insurance	11,590	4,600	9,351
Service Providers, Contractors and Consultancy	21,323	22,500	21,352
	<u>252,457</u>	<u>322,950</u>	<u>251,662</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	1,338	1,000	806
Consultancy and Contract Services	69,615	63,000	60,669
Cyclical Maintenance Provision	-	-	1,010
Grounds	6,933	3,600	2,585
Heat, Light and Water	31,930	36,700	33,519
Rates	16,572	17,000	16,129
Repairs and Maintenance	125,910	77,400	34,482
Use of Land and Buildings	666,648	-	561,294
Security	7,706	8,000	7,150
Employee Benefits - Salaries	95,160	90,000	83,342
	<u>1,021,812</u>	<u>296,700</u>	<u>800,986</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Current Account	124,495	76,155	76,515
Bank Call Account	350,234	360,000	535,650
Bank Overdraft	(498)	(500)	-
Cash and cash equivalents for Cash Flow Statement	<u>474,232</u>	<u>435,655</u>	<u>612,165</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Of the \$474,232 Cash and Cash Equivalents, \$1,187 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023	2023	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	-	-	681
Share of Katikati Transport Network Group Surplus	34,702	17,000	16,892
Interest Receivable	1,008	1,000	1,104
Teacher Salaries Grant Receivable	210,803	206,345	189,305
	<u>246,513</u>	<u>224,345</u>	<u>207,982</u>
Receivables from Exchange Transactions	35,710	18,000	18,676
Receivables from Non-Exchange Transactions	210,803	206,345	189,305
	<u>246,513</u>	<u>224,345</u>	<u>207,982</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	2,534	2,300	2,107
	<u>2,534</u>	<u>2,300</u>	<u>2,107</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	344,360	330,000	328,172
	<u>344,360</u>	<u>330,000</u>	<u>328,172</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	215,321	2,700	(58,768)	-	(15,098)	144,154
Furniture and Equipment	108,107	81,098	(6,523)	-	(21,601)	161,080
Information and Communication Technology	69,852	10,543	(18,019)	-	(17,955)	44,420
Leased Assets	32,954	14,025	-	-	(25,941)	21,039
Library Resources	13,869	5,951	(3,195)	-	(3,428)	13,197
Balance at 31 December 2023	440,102	114,317	(86,506)	-	(84,023)	383,891

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2023			
Buildings	264,236	(178,850)	85,386
Furniture and Equipment	794,931	(633,851)	161,080
Information and Communication Technology	83,815	(39,395)	44,420
Leased Assets	272,560	(251,521)	21,039
Library Resources	54,835	(41,638)	13,197
Improvements to Crown Buildings	58,768	-	58,768
Balance at 31 December 2023	1,529,145	(1,145,255)	383,891

The carrying value of assets held under a finance lease is \$21,038.68, (2022: \$32,954.11).

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.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	235,802	-	-	-	(20,481)	215,321
Furniture and Equipment	122,629	6,337	-	-	(20,860)	108,107
Information and Communication Technology	59,827	23,742	-	-	(13,717)	69,852
Leased Assets	44,453	14,670	-	-	(26,169)	32,954
Library Resources	13,735	3,952	(734)	-	(3,084)	13,869
Balance at 31 December 2022	476,446	48,701	(734)	-	(84,311)	440,102

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2022			
Buildings	535,629	(320,308)	215,321
Furniture and Equipment	763,993	(655,887)	108,107
Information and Communication Technology	156,058	(86,206)	69,852
Leased Assets	274,908	(241,954)	32,954
Library Resources	55,743	(41,874)	13,869
Balance at 31 December 2022	1,786,332	(1,346,229)	440,102

12. Accounts Payable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	21,659	23,655	2,412
Employee Entitlements - Salaries	210,803	206,345	189,305
Employee Entitlements - Leave Accrual	37,430	40,000	30,803
	<u>269,892</u>	<u>270,000</u>	<u>222,520</u>
Payables for Exchange Transactions	269,892	270,000	222,520
	<u>269,892</u>	<u>270,000</u>	<u>222,520</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
		(Unaudited)	
Sport Bay of Plenty Funding	-	-	15,000
	<u>-</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	23,576	23,576	33,001
Increase/ (decrease) to the Provision During the Year	8,443	8,443	(9,425)
Provision at the End of the Year	<u>32,019</u>	<u>32,019</u>	<u>23,576</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	32,019	32,019	23,576
	<u>32,019</u>	<u>32,019</u>	<u>23,576</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated to this annual work will vary dependant on the requirements during the year. The plan is based on an agreement with a contractor for an agreed programme of work.

15. Painting Contract Liability

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Liability	-	-	-
Non Current Liability	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>

In 2018 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Ministry owned buildings with 2 blocks painted and paid for in the year they are completed. This explains why there is no liability at year end. The total commitment as at 31/12/2023 was \$11,858 (2022: \$22,303).

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	11,702	25,000	30,803
Later than One Year and no Later than Five Years	12,015	13,000	11,440
Later than Five Years	-	-	-
	23,716	38,000	42,243
	23,716	38,000	42,243

17. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	6,000	84,930	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	-	-	-
	-	-	-

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

18. 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.

		Opening Balances		Receipts from MoE		Payments		BOT Contributions	Closing Balances
	2023	\$	\$	\$	\$	\$	\$	\$	\$
5YA General	in progress	-	-	-	-	(675)	-	-	(675)
A Block WC Upgrade	in progress	-	-	-	-	(4,920)	-	-	(4,920)
2017 W Block Vandalism	completed	-	-	-	-	(1,596)	-	-	(1,596)
Hall	completed	(589)	-	-	-	-	-	-	(589)
C Block ILE Project	completed	23	-	-	-	-	-	-	23
Underfloor Insulation Works	completed	617	-	-	-	-	-	-	617
B, G Roof Replacement	completed	(1,459)	1,459	-	-	-	-	-	-
Caretakers Shed	completed	(20,791)	-	-	-	-	-	-	(20,791)
Security	completed	-	43,775	-	-	(43,775)	-	-	-
Fence	completed	(1,650)	-	-	-	-	-	-	(1,650)
SIP Shade Sails	in progress	-	43,220	-	-	(12,454)	-	-	30,767
Fence	completed	212,867	-	-	-	(237,055)	24,188	-	-
		189,019	88,455	-	-	(300,475)	-	24,188	1,187
		189,019	88,455	-	-	(300,475)	-	24,188	1,187

Represented by:

Funds Held on Behalf of the Ministry of Education	1,187
Funds Due from the Ministry of Education	-
	-
	1,187

	2022	Opening Balances		Receipts from MoE		BOT Contributions		Closing Balances
		\$	\$	\$	\$	\$	\$	
Canopies P&N Block Rooms 20-22	<i>completed</i>	(4,051)	4,051	-	-	-	-	-
Hall	<i>completed</i>	3,115	-	(3,704)	-	-	(589)	
C Block ILE Project	<i>completed</i>	(34,272)	34,295	-	-	-	23	
Underfloor Insulation Works	<i>completed</i>	-	617	-	-	-	617	
Admin Block Windows	<i>completed</i>	5,374	-	(5,374)	-	-	-	
Junior Playground	<i>completed</i>	3,787	-	(3,787)	-	-	-	
B, G Roof Replacement	<i>completed</i>	78,808	240	(80,506)	-	-	(1,459)	
Caretakers Shed	<i>completed</i>	26,380	-	(47,171)	-	-	(20,791)	
Barrier Arm	<i>completed</i>	(6,550)	8,892	(2,342)	-	-	0	
Fence	<i>in progress</i>	-	214,337	(1,650)	-	-	212,687	
Totals		<u>72,590</u>	<u>262,433</u>	<u>(144,535)</u>	-	-	<u>190,488</u>	

Represented by:

Funds Held on Behalf of the Ministry of Education	190,488
Funds Due from the Ministry of Education	-
	<u>190,488</u>

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Luke Clark is a Board member and also owns Clark Concreting. Luke was a supplier prior to the school prior to becoming a board member. No work was completed by his company for 2022. He advertises in the school newsletter and pays for his advertisement of \$172.50.

20. Remuneration

Key management personnel compensation

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

	2023	2022
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	6,880	3,430
<i>Leadership Team</i>		
Remuneration	515,228	469,035
Full-time equivalent members	4.00	3.80
Total key management personnel remuneration	522,108	472,465
Total full-time equivalent personnel	4.00	3.80

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board has no Finance or Property Committees. 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:

	2023	2022
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160-170
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration	2023	2022
\$000	FTE Number	FTE Number
100-110	4.00	-
110-120	3.00	2.00
	7.00	2.00

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2023 Actual	2022 Actual
Total	\$5,000	-
Number of People	1	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2023, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

There are no capital commitments at balance date.

(Capital commitments at 31 December 2022: \$214,337)

(b) Operating Commitments

Apart from the commitment disclosed in Note 15, there were no operating commitments as at 31 December 2023

(Operating commitments at 31 December 2022: \$0)

24. Share of Katikati Transport Network

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Opening Balance	16,892	60,000	59,727
Payment made/(Payout Received)	-	-	(58,917)
Prior year income not recorded	-	-	-
Share of MOE Transport Grant	146,652	74,500	74,122
Less: Share of Transport Network Expenses	(128,842)	(117,500)	(58,040)
Balance Held by Transport Network	34,702	17,000	16,892

25. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	474,232	435,655	612,165
Receivables	246,513	224,345	207,982
Investments - Term Deposits	344,360	330,000	328,172
Total Financial assets measured at amortised cost	<u>1,065,105</u>	<u>990,000</u>	<u>1,148,319</u>

Financial liabilities measured at amortised cost

Payables	269,892	270,000	222,520
Finance Leases	23,716	38,000	42,243
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>293,608</u>	<u>308,000</u>	<u>264,764</u>

26. Events After Balance Date

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

27. Comparatives

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

Independent Auditor's Report

To the Readers of Katikati Primary School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Katikati Primary School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 17 May 2024. 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Analysis of Variance, End of Year Aggregated Data, How We Have Given Effect to Te Tiriti o Waitangi Report, Statement of Compliance with Employment Policy, Kiwisport Report and Members of the Board of Trustees, 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand



Analysis of Variance 2023

School Number 1765

ANALYSIS OF VARIANCE FOR 2023

The strategic aim for each of our 2022 targets was to improve children's learning and achievement.

WHOLE SCHOOL WRITING TARGET	OUTCOME	ACTIONS	EVALUATION/ WHERE TO NEXT
<p>We wanted to increase the percentage of Year 4 children at level 2 or above from 45% at the end of 2022 to 55% by the end of 2023.</p> <p>Baseline Data At the end of 2022 45% of our current Year 4 students were working at Level 2 of the curriculum or above based on Asttle testing and teacher judgment.</p>	<p>75% of students in Year 4 are working at Level 2 or above in writing. We were extremely pleased to see how much we had exceeded our goal for 2023.</p>	<ul style="list-style-type: none"> ◆ Teacher Only Day session at the beginning of the year to set up expectations and provide practical support for teachers. ◆ A structured literacy programme will be laid out in the Learning Landscape. Team leaders and literacy unit holders will ensure consistency across the school. ◆ Writing will be taken daily, recognising the importance of writing mileage. Teachers will also include a 15 min focus on spelling on a daily basis. ◆ Children to be provided with a wide range of experiences to write about. ◆ Collaborative practices will be used to share best practice. 	<ul style="list-style-type: none"> ◆ Teacher Only Day, reviewing structured Literacy in 2023 and looking at the writing process moving forward, was successful. ◆ New staff attending Structured Literacy Workshop in holidays looking at the implementation of writing & structured Literacy which supported consistency. ◆ Across school monitoring of draft books each term by Literacy Unit Holders has been most successful as well as in Team meetings so that high expectations are adhered to. This will continue in 2024 and ensure that we adhere to the MOE expectation for an hour of writing tuition daily. ◆ This has led to considerable progress with the presentation and output of work. ◆ Within Team meetings, best practice has been shared and this will continue.

		<ul style="list-style-type: none"> ◆ Target children/priority learners will be identified and monitored through the appraisal process. ◆ Writing sample data will be used to identify areas of need. This will feed into professional development schedules and moderation practices. ◆ Professional development with outside providers undertaken in 2022 will be continued and built upon. The focus of this professional development will be the deeper features of writing and developing effective literacy programmes. ◆ Our current Literacy unit holders will be upskilled to observe staff and provide support for them to reflect on their practice. ◆ Our literacy unit holders will be assisting teachers to implement a new spelling programme and improve surface features identified through Asttle. As part of this there will be staff/ team meetings, a focus on formative assessment, 	<ul style="list-style-type: none"> ◆ This will continue through the appraisal process 2024. ◆ A sample of books from every class has been collected in each term by the literacy unit holders. They have looked at things like consistency across the teams, quality and quantity of writing and the teaching and learning within The Code. ◆ This was undertaken by our unit holders with great success and will continue in 2024. ◆ Staff observations happened every term on a needs basis and constructive feedback was given. Observations will continue this year. ◆ Staff are now more confident and familiar using The Code (our new structured spelling programme). PD and support will continue to be given throughout the year.
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		<p>moderation meetings and in class observations.</p> <ul style="list-style-type: none"> ◆ Teachers will focus on spelling, vocabulary and improving sentence structure, to assist with the writing process. 	
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MĀORI STUDENTS WRITING TARGET	OUTCOME	ACTIONS (As above plus)	EVALUATION/ WHERE TO NEXT
<p>We wanted to increase the percentage of Māori students school wide making sufficient or accelerated progress in Writing, from 66% at the end of 2022 to 80% at the end of 2023.</p> <p>Baseline Data At the end of 2022, 66% of our Māori students made sufficient or accelerated progress in Writing. This judgement was based on Asttle results as well as achievement within the classroom programme.</p>	<p>We were very close to achieving this goal with 76% of Māori students making sufficient/accelerated progress by the end of 2023</p>	<ul style="list-style-type: none"> ◆ Our cultural pedagogies team will be running staff meetings this year focused on supporting staff members to adhere to the expectations in our Learning Landscape. ◆ In addition to the practices which will be put in place for the whole school, there will be a focus on localising the curriculum and providing students with topics with which they are familiar and inspired to write. ◆ Our Reading Recovery teacher will take a literacy group for the first 6 months which draws children who need extra support from our whānau classes. ◆ A kaiwhina will be appointed to assist those children who are learning to write in both English and Te Reo. 	<ul style="list-style-type: none"> ◆ Through the introduction of the new refreshed curriculum, conversations were had at whole school meetings and team meetings to incorporate the localized curriculum into writing. In 2024 our Cultural Pedagogies Unit Holder will support staff in this. ◆ This has been most successful. As part of the RR teacher's role this will continue in 2024. ◆ This has happened and will continue. We are looking to extend the level of bilingualism in our whānau classes in 2024.

		<ul style="list-style-type: none"> ◆ Regular whānau hui will be held. ◆ Māori achievement will be tracked. Teachers will discuss the data and the success of their programmes at team meetings and appraisal. 	<ul style="list-style-type: none"> ◆ These have happened on a regular basis and will continue. ◆ This will be part of the appraisal process for 2024.
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MATHS TARGET	OUTCOME	ACTIONS	EVALUATION/ WHERE TO NEXT
<p>By the end of 2023 our aim was:</p> <p>In order to accelerate the progress of our most able junior students in Maths, we wanted 30% of our Year 2 children to be working within Gloss Stage 5 by the end of the year.</p> <p>Baseline Data At the end of 2022, 30% of our Year 2 children were working within Gloss Stage 5. We want to keep accelerating our children to reach this level by the end of the junior school so they are well equipped to make the transition to the middle school curriculum.</p>	<p>At the end of the year, 17% of our Year 2 children were working within Gloss Stage 5. We were disappointed not to reach our goal. However, the data does show that 41% of Year 2 children made accelerated progress in 2023, so we will continue to build on this in 2024.</p>	<ul style="list-style-type: none"> ◆ Numicon will continue in the junior area of the school. ◆ The unit holder(s) for Maths will continue to provide PD at team and staff meetings, when appropriate. ◆ Teachers will use their collaborative expertise to review children's work, identify areas of need and develop strategies to move children forward. ◆ Targeted children will be identified and tracked through the appraisal process. 	<p>As we have new staff in the Junior school, PLD will be given to these staff as well as ongoing support.</p> <ul style="list-style-type: none"> ◆ The unit holders have regular slots in Team meetings where needed and this will continue in 2024. ◆ Having staff come together to discuss the target children in Team Meetings and appraisals has enabled us to use collective expertise to move them forward. ◆ Numicon assessments/milestones and I Can sheets will continue to support staff to track individuals. ◆ Tracking children through the appraisal process has worked well and will continue next year.

		<ul style="list-style-type: none"> ◆ Professional conversations will be undertaken at team, appraisal and staff meeting times, based on teaching practice, data collection and assessment. ◆ Team leaders will ensure that their team members have the content knowledge they need for this level and will oversee Maths planning. ◆ Teacher Only Day session providing an overview for the year, an introduction to a new online programme and a demonstration of new resources. ◆ Teachers will use a combination of whole class and group work in order support the children and target needs. ◆ ICT will be used to support and enhance learning, a new online resource will be used to enhance basic facts. 	<ul style="list-style-type: none"> ◆ Team Leaders along with the support of the Unit Holders, will continue to oversee planning and check for coverage and consistency. ◆ Knowledge gained from the Teacher Only has enabled staff to move forward. ◆ Teachers will continue to use a combination of mixed ability and ability groupings and whole class and group work. ◆ Mathletics has been a wonderful support programme in Years 5 -6 and this will continue. In Years 3 – 4 Matific will provide extra support.
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KATIKATI PRIMARY SCHOOL
YEARS 1-3
END OF YEAR AGGREGATED
DATA
2023

Analysis of Data for Years 1-3 End of Year 2023

Curriculum Levels and Years

The diagram below is taken from the New Zealand Curriculum document. It shows how the curriculum levels typically relate to years at school. For example children may be working within Level One in Years 1, 2, 3 and sometimes Year 4. You can see that children usually take between two and three years to work through each level of the curriculum. Many students do not, however fit this pattern including those with special learning needs or those who come from non-English speaking backgrounds. We use the levels Basic (B), Proficient (P) and Advanced (A) in this report at each curriculum level.



As there is such a wide span of typical achievement, as a school we have set ourselves the following targets:-

Year Level	Where we would ideally like students in each year group to be by the end of the year
1	Working within Level 1 (1P)
2	Working competently at Level 1 (1A)
3	Working within Level 2 (2B)
4	Proficient at Level 2 (2P/2A)
5	Working within Level 3 (3B)
6	Proficient at Level 3 (3P/3A)

Teachers are asked to assess the children using on-going observations in the classroom as well as information gathered from standardised tests. In order to look at the progress made, instead of reporting on the actual curriculum levels we will record data as:

Accelerated progress- where a child has moved more than one step progress in the curriculum

Sufficient progress- where a child has made one step progress

Insufficient progress- where either a child has been put back a level or has plateaued

Support Programmes Operating for Year 1-3 students

Currently there are a number of support programmes operating for some of our priority learners in Years 1-3. These include:-

- Reading Eggs (for Year 3s) – an online programme which has been well received by the children. It builds on the five key areas needed to become a good reader. Phonemic awareness and phonics, sight words, vocabulary, fluency and comprehension.
- Teacher aide support for ESOL (English as a Second Language) students
- Teacher aide support in classes for Literacy & Ready for Learning programme in Years 0-2
- Reading Recovery for 6 year olds who need extra support with Reading and Writing
- Early Literacy Support with Andrea Menhinick for those struggling with Reading and Writing in Year 1-2 classes
- Some students have support from a Resource Teacher for Literacy (RTLit)
- Some students have support from a Resource Teacher for Learning and Behaviour (RTLb)

After a few years of no Volunteer Readers due to COVID restrictions we have been fortunate to have at least 11 Volunteers working with our children to support their reading.

Structured Literacy

This year schoolwide structured literacy has been taught with all staff undertaking Professional Learning in the teaching of this.

Our 2 Literacy Leaders have supported teachers to ensure this approach has been embedded across all areas of the school.

They have also reviewed what are the major elements of a balanced literacy programme with a major focus on writing.

When reflecting and reviewing our focus on writing, we have used the expertise and experience of Liz and Wendy in regards to improving teacher practice resulting in consistency and regular observations, feedback and follow up visits throughout the year.

Sharing of good practice has been a focus in team meetings.

It has been very rewarding to see the huge shifts in writing output, and improvements in spelling and grammar.

During appraisals staff have shared how valuable they have found the writing focus this year especially the regular observations and feedback.

As a result of this we will continue with using a Structued Literacy approach as well as support and focus on writing lead by our Literacy Leaders.

New Enrolments-

A total of 21 children have been enrolled into Year 2 & 3 this year

15 children in Year 2 (20% of the total cohort)

6 children in Year 3 (9% of the total cohort)

Junior School Record of Oral Language & the 1st year at school

When children start at school within the first month the Record of Oral Language is administered. This test provides information as to the child's oral language development as well as their ability to handle grammatical structures.

This test alerts teachers to the needs of their students as oral language underpins all literacy learning.

The scoring of this test is out of 42, with any student scoring 13 or less deemed as "at risk" in terms of learning. These students will have acquired only a limited control over the structures of oral English. They will be likely to have difficulty in many tasks in their first year at school such as following all but the simplest forms of instructions given by the teacher, and following a story read to the class.

69 students were tested on the Record of Oral Language on school entry over the 2023 year.

34/69 or 49 % scored 13 or below so were "at risk" in terms of Literacy Learning when starting school

Below is a table to show those students at risk.

Boys	Girls	NZ Maori	Pasifika	ESOL
62%	38%	24%	6%	32%
(21/34)	(13/34)	(8/34)	(2/34)	(11/34)

Our Ready for Learning programme which children enter when first starting at school places a major focus on accelerating oral language through activities to do with the foundation skills of speaking, & hearing.

This Ready for Learning programme uses the latest research in neuroscience to identify and support foundation skills such as speaking, moving, seeing, hearing and print as well as the Key Competencies such as care of belongings, growing independence and following instructions. These skills are the keys to successfully being able to read, write and other skills.

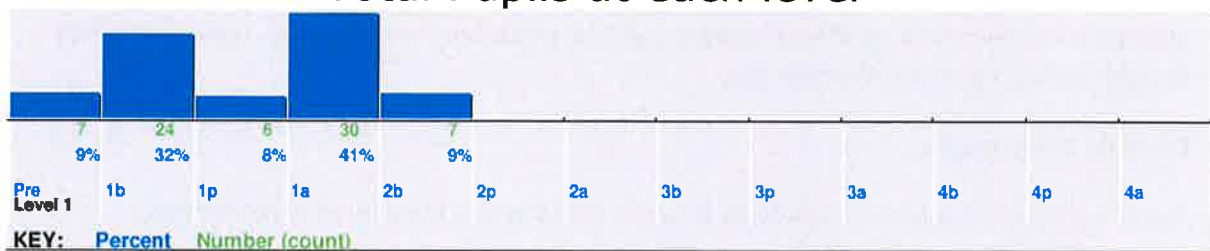
Year 2

Reading Overview

The following chart shows how the children in Year 2 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 2.

Reading	Pre Level	1b	1p	1a	2b
Y2 (74)	9% (7)	32% (24)	28% (6)	41% (30)	9% (7)

Total Pupils at each level



58 out of the 74 students currently in Y2 had reading data entered at the end of last year to compare against the end of this year.

Progress Made in Reading in Y2	Accelerated Progress	Sufficient Progress	Insufficient Progress

58 students	45%	21%	34%
	(26)	(12)	(20)

When looking at the 20 children who have made insufficient progress:

- 12 (60%) have attendance issues (4 of which are Chronic, which we are addressing through our Attendance procedures)
- 4 (25%) are ESOL
- 14 (70%) are receiving some form of support with their learning.

Gender Comparisons

Reading End 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (30)	40% (12)	27% (8)	33% (10)
Males (28)	50% (14)	14% (4)	36% (10)

50 % of males have made accelerated progress in Reading compared to 40% of our females. These children who have made insufficient progress will be target students & will be tracked carefully through our appraisal process next year.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Reading End 2022- 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (17)	24% (4)	6% (1)	71% (12)
Pasifika	50%	25%	25%

(4)	(2)	(1)	(1)
NZ European	56%	32%	12%
(25)	(14)	(8)	(3)
Other	50%	17%	33%
(12)	(6)	(2)	(4)
Total 58	45%	21%	34%
	(26)	(12)	(20)

The NZ European had the highest percentage of students making accelerated progress at 56%.

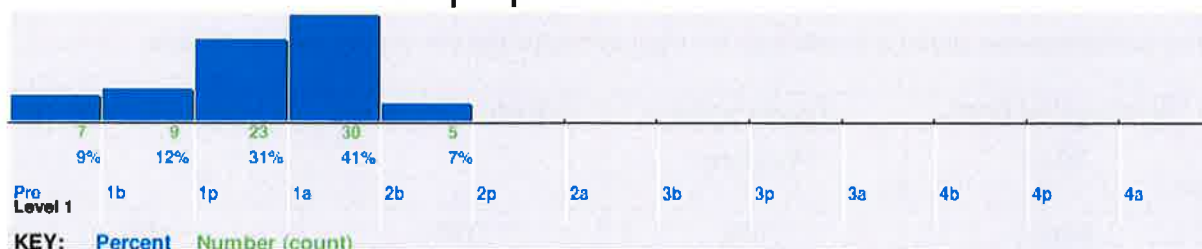
9/12 (75%) of the Maori cohort who have made insufficient progress have been working with Andrea Menhinick in an Early Literacy Support Group. These children have been tracked in depth showing progress from the beginning of this year to end of year. 7/9 (77%) have attendance issues which has impacted on progress. We have addressed these issues over the year through our Attendance procedures.

Writing Overview

The following chart shows how the children in Year 2 are achieving against the different levels of the Writing curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 2.

Writing	Pre- Level 1	1b	1p	1a	2b
Y2	9%	12%	31%	41%	7%
(74)	(7)	(9)	(23)	(30)	(5)

Total pupils at each level



58 out of the 74 students currently in Y2 had writing data entered at the end of last year to compare against the end of this year.

Progress Made in Writing in Y2	Accelerated Progress	Sufficient Progress	Insufficient Progress
58 students	31%	53%	16%
	(18)	(31)	(9)

31% of our children in Year 2 have made accelerated progress in Writing at the end of the year.

When looking at the 9 children who have made insufficient progress:

- 5 (56%) have attendance issues ((3 of which are Chronic, which we are addressing through our Attendance procedures)
- 2 (22%) are ESOL
- All of these children are receiving some form of support with their learning.

All of these children will be targets and tracked through the appraisal process next year.

Gender Comparisons

Writing End of Year 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females	40%	47%	13%
(30)	(12)	(14)	(4)
Males	21%	61%	18%
(28)	(6)	(17)	(5)

40 % of females have made accelerated progress in Writing compared to 21% of our boys.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Writing End 2022-2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori	24%	53%	24%
(17)	(4)	(9)	(4)

Pasifika (4)		50% (2)	50% (2)
NZ European (25)	40% (10)	52% (13)	8% (2)
Other (12)	33% (4)	58% (7)	8% (1)
Total 58	31% (18)	53% (31)	16% (9)

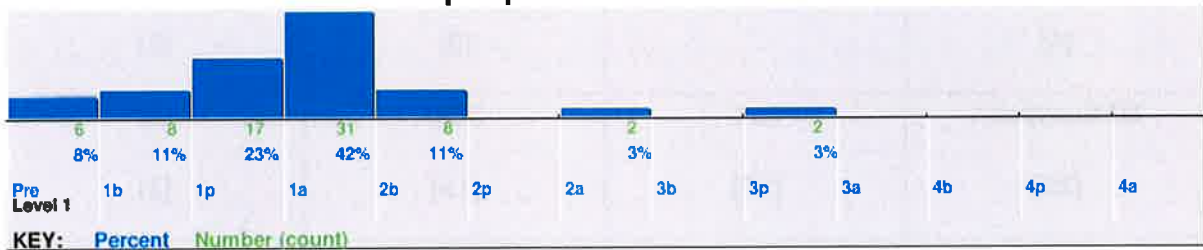
The NZ European at 40 % had the most children making accelerated progress in Writing. Looking at those cohorts who have made insufficient progress, the Pasifika group (2 children) are receiving extra support from our ESOL teacher aides, our Maori cohort (4 children) all of them have been working with Andrea Menhinick in the Early Literacy Support group which is both reading and writing.

Maths Overview

The following chart shows how the children in Year 2 are achieving against the different levels of the Maths curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 2. We are delighted to see 12% of our year 2 children working well above our target.

Maths	Pre Level	1b	1p	1a	2b	2p	2a	3b	3p
Y2 (74)	8% (6)	11% (8)	23% (17)	42% (31)	11% (8)		3% (2)		3% (2)

Total pupils at each level



58 out of the 74 students currently in Y2 had Maths data entered at the end of last year to compare against the end of this year.

Our charter goal in Maths was to accelerate progress of our most able Junior students in Maths, with 30% of our Year 2 children working within Gloss Stage 5 by the end of 2023. The result at the end of the year was 17%, however 41% of children in Year 2 have made accelerated progress.

Progress Made in Maths in Y2	Accelerated Progress	Sufficient Progress	Insufficient Progress
58 students	41%	40%	19%
	(24)	(23)	(11)

When looking at the 11 children who have made insufficient progress:

- 8 (73%) have attendance issues ((5 of which are Chronic, which we are addressing through our Attendance procedures)
- 3 (27%) are ESOL

All of these children will be targets and tracked through the appraisal process next year.

Gender Comparisons

Maths	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females	40%	37%	23%
(30)	(12)	(11)	(7)
Males	43%	43%	14%
(28)	(12)	(12)	(4)

The boys & girls are very close in regard to making accelerated progress over the past year. 43% of our boys compared to 40% of our girls have made accelerated progress in Maths.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Maths End 2022-2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (17)	29% (5)	24% (4)	47% (8)
Pasifika (4)		75% (3)	25% (1)
NZ European (25)	52% (13)	40% (10)	8% (2)
Other (12)	50% (6)	50% (6)	
Total 58	24 students (41%)	23 students (40%)	11 students (19%)

The NZ European & other cohort are very close with 52% & 50% of students making accelerated progress this year. 5 (63%) of the Maori cohort who have made insufficient progress have attendance issues. 4 (50%) of these students have Chronic attendance which we are addressing through our Attendance procedures.

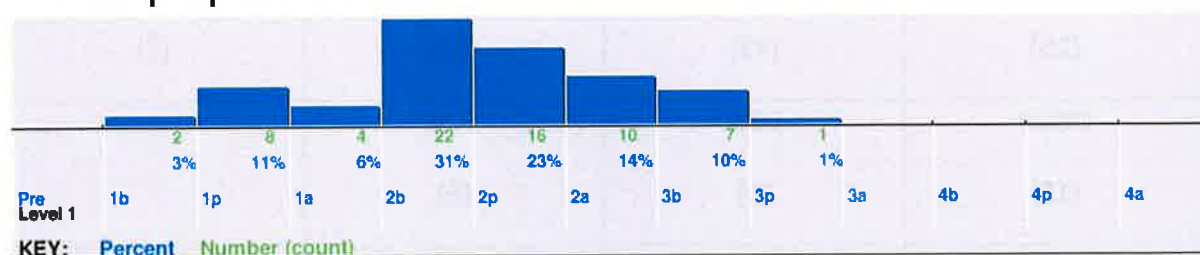
Year 3

Reading Overview

The following chart shows how the children in Year 3 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 3.

Reading	1b	1p	1a	2b	2p	2a	3b	3p
Y3	3%	11%	6%	31%	23%	14%	10%	1%
(70)	(2)	(8)	(4)	(22)	(16)	(10)	(7)	(1)

Total pupils at each level



63 out of the 70 students currently in Y3 had reading data entered at the end of last year to compare against the end of this year.

Progress Made in Reading in Y3	Accelerated Progress	Sufficient Progress	Insufficient Progress
63 students	63%	32%	5%
	(40)	(20)	(3)

63% of our children in Year 3 have made accelerated progress in Reading, and 32% sufficient progress at the end of this year. This is a very pleasing result.

When looking at the 3 children who have made insufficient progress:-

- 2 (66%) are already at or above the level appropriate for their year group.
- The other child has extra support working on the Reading Eggs programme as well as having worked in small Literacy groups with Andrea Menhinick. He has been tracked this year through our appraisal process and this will continue next year.

It is interesting to note that 13/17 (76%) children as Year 2s who had made insufficient progress at the end of last year in Reading have now made either sufficient or accelerated progress as Year 3s. Of those 13 children 4 (31%) have made sufficient progress and 9 (69%) have made accelerated progress, some of them having made a shift of 3 levels.

Gender Comparisons

Reading End 2022-2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (36)	67% (24)	33% (12)	
Males (27)	59% (16)	30% (8)	11% (3)

The girls are performing better than the boys with 67% making accelerated progress over the past year compared to 59% of the boys.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Reading End 2022-2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (20)	60% (12)	30% (6)	10% (2)
Pasifika (6)	50% (3)	50% (3)	
NZ European (22)	68% (15)	32% (7)	
Other	67%	27%	7%

(15)	(10)	(4)	(1)
Total 63	63%	32%	5%
	(40)	(20)	(3)

Our NZ European (68%), other (67%) & Maori (60%) cohort are all similar in terms of students making accelerated progress in Reading.

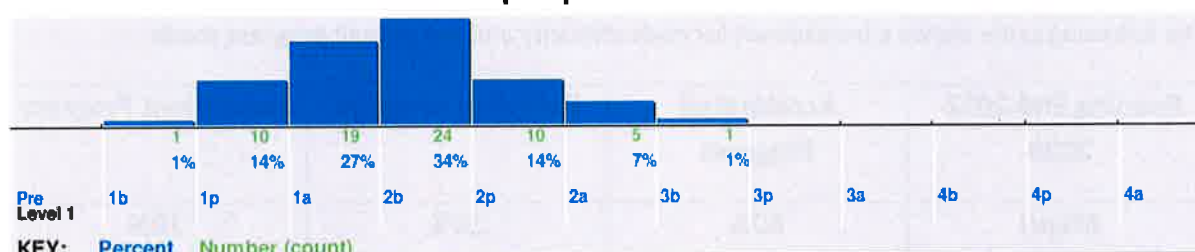
Writing Overview

Year 3

The following chart shows how the children in Year 3 are achieving against the different levels of the Writing curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 3.

Writing	1b	1p	1a	2b	2p	2a	2p
Y3	1%	14%	27%	34%	14%	7%	1%
(70)	(1)	(10)	(19)	(24)	(10)	(5)	(1)

Total pupils at each level



63 out of the 70 students currently in Y3 had writing data entered at the end of last year to compare against the end of this year.

Progress Made in Writing in Y3	Accelerated Progress	Sufficient Progress	Insufficient Progress
63 students	37%	52%	11%
	(23)	(33)	(7)

37% of our children in Year 3 have made accelerated progress in Writing at the end of the year.

When looking at the 7 children who have made insufficient progress:-

- 1 (14%) has attendance issues
- 1 (14%) is ESOL
- 6 (86%) are working on the Reading Eggs programme which builds on the five areas needed to be a good reader which transfers as well into their writing.

All these children will be targets and tracked through the appraisal process next year.

It is interesting to note that 16/20 (80%) children as Year 2s who had made insufficient progress at the end of last year in Writing have now made either sufficient or accelerated progress as Year 3s. Of those 16 children 7 (44%) have made sufficient progress and 9 (56%) have made accelerated progress.

Gender Comparisons

Writing End 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (36)	36% (13)	58% (21)	6% (2)
Males (27)	37% (10)	44% (12)	19% (5)

The girls (36%) & boys (37%) have very similar results in terms of making accelerated progress in Writing at the end of this year.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Writing End 2022- 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (20)	45% (9)	50% (10)	5% (1)
Pasifika (6)	17% (1)	83% (5)	

NZ European (22)	50% (11)	32% (7)	18% (4)
Other (15)	13% (2)	73% (11)	13% (2)
Total 63	37% (23)	52% (33)	11% (7)

The NZ European (50%) & Maori cohort (45%) have the highest percentage of students making accelerated progress in Writing. Our Maori cohort are the lowest percentage of children making insufficient progress.

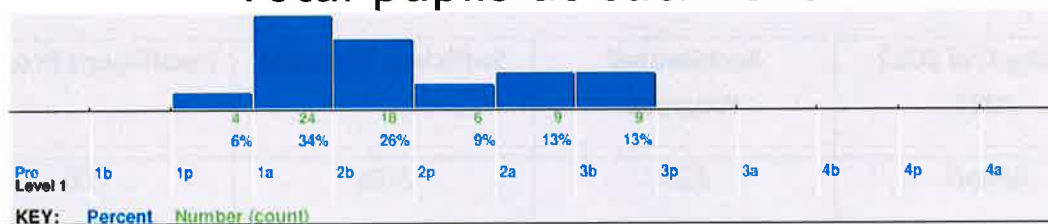
Maths Overview

Year 3

The following chart shows how the children in Year 3 are achieving against the different levels of the Maths curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 3.

Maths	1p	1a	2b	2p	2a	3b
Y3	6%	34%	26%	7%	14%	13%
(70)	(4)	(24)	(18)	(5)	(10)	(9)

Total pupils at each level



63 out of the 70 students currently in Y3 had Maths data entered at the end of last year to compare against the end of this year.

Progress Made in Maths in Y3	Accelerated Progress	Sufficient Progress	Insufficient Progress
63 students	33% (21)	40% (25)	27% (17)

33% of our children in Year 3 have made accelerated progress in Maths at the end of this year.

When looking at the 17 children who have made insufficient progress:-

- 3 (18%) are already at or above the level appropriate for their year group.
- 6 (35%) have attendance issues
- 8 (47%) are ESOL

All these children will continue to be targets and tracked through the appraisal process next year.

It is interesting to note that all of the children (3/3- 100%) as Year 2s who had made insufficient progress at the end of last year in Maths have now made either sufficient or accelerated progress as Year 3s.

Gender Comparisons

Maths End 2022-2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (36)	28% (10)	39% (14)	33% (12)
Males (27)	41% (11)	41% (11)	19% (5)

More boys (41%) than girls (28%) have made accelerated progress in Maths at the end of this year.

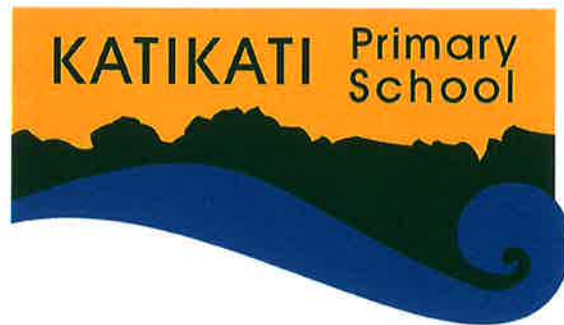
Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Maths End 2022-2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (20)	20% (4)	55% (11)	25% (5)

Pasifika (6)		50% (3)	50% (3)
NZ European (22)	55% (12)	27% (6)	18% (4)
Other (15)	33% (5)	33% (5)	33% (5)
Total 63	33% (21)	40% (25)	27% (17)

The NZ European (55%) have the highest percentage of students making accelerated progress in Maths.



KATIKATI PRIMARY SCHOOL
Years 4-6

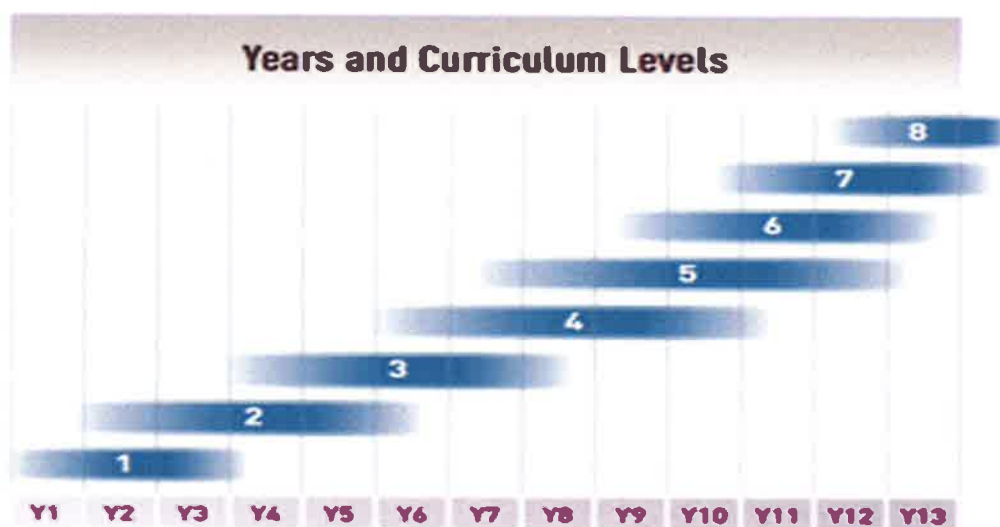
END OF YEAR AGGREGATED
DATA
2023

December 2023
Amanda Willett

Analysis of Data for Years 4-6 End of Year 2023

Curriculum Levels and Years

The diagram below is taken from the New Zealand Curriculum document. It shows how the curriculum levels typically relate to years at school. For example children may be working within Level One in Years 1, 2, 3 and sometimes Year 4. You can see that children usually take between two and three years to work through each level of the curriculum. Many students do not however fit this pattern including those with special learning needs or those who come from non-English speaking backgrounds. We use the levels Basic(B), Proficient(P) and Advanced(A) in this report at each curriculum level.



As there is such a wide span of typical achievement, as a school we have set ourselves the following targets:-

Year Level	Where we would ideally like students in each year group to be by the end of the year
1	Working within Level 1 (1P)
2	Working competently at Level 1 (1A)
3	Working within Level 2 (2B)
4	Proficient at Level 2 (2P/2A)
5	Working within Level 3 (3B)
6	Proficient at Level 3 (3P/3A)

Teachers are being asked to assess the children using on-going observations in the classroom as well as information gathered from standardised tests. In order to look at the progress made, instead of reporting on actual curriculum levels we will record the data as:-

Accelerated progress- where a child has moved more than one step progress in the curriculum

Sufficient progress- where a student has made one step progress

Insufficient Progress- where either a student has been put back a level or has plateaued

New enrolments - A total of 44 children have been enrolled into the Senior School this year compared to 41 last year:-

12 children in Y4 (17% of the total cohort)

23 children in Y5 (21% of the total cohort)

9 children in Y6 (11% of the total cohort)

Support Programmes Operating for Year 4-6 Students

Currently there are a number of support programmes operating for most of our target students/priority learners in Y4-6. These include:-

- Reading Eggs- an online programme which has been well received by the children. It builds on the five key areas needed to become a good reader: Phonemic awareness and phonics, sight words, vocabulary, fluency and comprehension.
- Steps Web which is an online structured literacy programme. This provides support around spelling patterns and rules, basic grammar, handwriting and letter formation and the explicit teaching of decoding(reading) and encoding(spelling) strategies. We currently have 102 students from Team 3 with licences for Steps Web.
- Mathletics- which is an online maths programme which supports the explicit teaching of mathematical concepts and basic facts. This is available to all students in Year 5 and 6.
- Times Tables Rockstars which is an online fun programme to support the learning of times table facts. This is available to Team 2 and 3, Years 3-6.
- Hayley Purcell has withdrawn a large group of students across Y3-6 to provide support in Literacy. In Y3/4 she has provided support for Writing and in Y5/6 for Reading and Writing, four times per week. This has reduced class sizes for staff so that there is more targeted teaching happening.
- Teacher aide support for ESOL (English as a Second Language) students
- Literacy groups for our ESOL students
- Some students have support from a Resource Teacher for Literacy (RTLit)
- Some students have support from a Resource Teacher for Learning and Behaviour (RTLb)
- Some students have had support from our Reading Volunteers

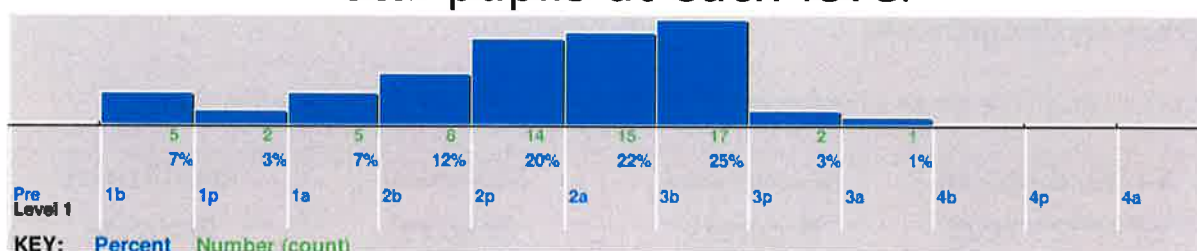
Year 4

Reading Overview

The following chart shows how the children in Year 4 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 4.

Reading Y4	1b	1p	1a	2b	2p	2a	3b	3p	3a
Total (69)	7 % (5)	3 % (2)	7 % (5)	12 % (8)	20 % (14)	22 % (15)	25 % (17)	3 % (2)	1 % (1)

Total pupils at each level



71% of Y4 students are achieving at or above the ideal level at the end of the year. A further 12% are working in Level 2 already and just need more consolidation.

57 out of the 69 Y4 students had reading data entered at the end of last year to compare against the end of this year.

Progress Made in Reading in Y4	Accelerated Progress	Sufficient Progress	Insufficient Progress
57 students in total	40 students (70%)	15 students (26%)	2 students (4%)

70% of the Y4 students have made accelerated progress over the year which is a fantastic achievement, 96% making sufficient or accelerated progress. When looking at the 2 children who have made insufficient progress, they have both had poor attendance over the years at school and this has impacted considerably on their learning.

Last year there were 18 students from this cohort who made insufficient progress in Reading. Apart from 2 students, they have all made pleasing progress this year as they have been tracked carefully through the appraisal process. 11 made accelerated progress and 5 made sufficient.

Gender Comparisons

Reading End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (34)	71% (24)	26% (9)	3% (1)
Males (23)	70% (16)	26% (6)	4% (1)

The progress made by Year 4 boys and girls is pleasingly similar.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Y4 Reading End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (12)	67% (8)	25% (3)	8% (1)
Pasifika (5)	40% (2)	40% (2)	20% (1)
NZ European (31)	71% (22)	29% (9)	0% (0)
Other (9)	89% (8)	11% (1)	0% (0)
57 students in total	40 students (70%)	15 students (26%)	2 students (4%)

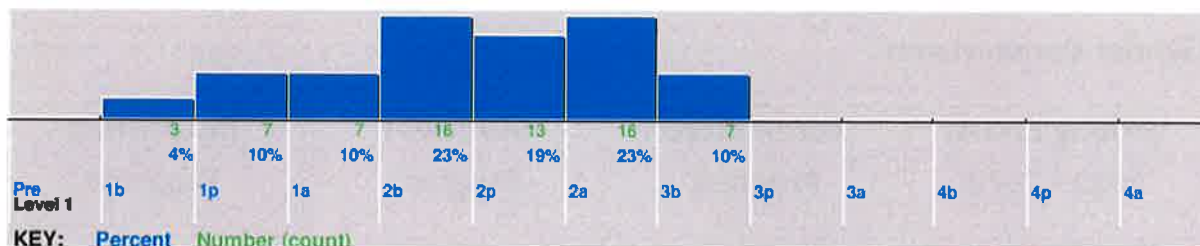
The "Other" cohort has the greatest percentage of students making accelerated progress at 89% but the NZE cohort and Maori cohort have a high percentage achieving too, at 71% and 67% respectively. Both the NZE cohort and "Other" cohort have no students making insufficient progress.

Writing Overview

The following chart shows how the children in Year 4 are achieving against the different levels of the Writing curriculum at the end of the year.

Writing Y4	1b	1p	1a	2b	2p	2a	3b
Total (69)	4 % (3)	10 % (7)	10 % (7)	23 % (16)	19 % (13)	23 % (16)	10 % (7)

Total pupils at each level



52% of students in Year 4 are achieving at or above the ideal level at the end of the year.

Our Charter Goal this year was to increase the percentage of Year 4 children at Level 2 or above from 45% at the end of 2022 to 55% by the end of 2023.

We have exceeded this goal by 20% as 75% of students in Year 4 are working at Level 2 or above which is a fantastic result.

57 out of the 69 students currently in Y4 had writing data entered at the end of last year to compare against the end of this year.

Progress Made in Writing in Y4	Accelerated Progress	Sufficient Progress	Insufficient Progress
57 students in total	26 students (46%)	24 students (42%)	7 students (12%)

88% of students in Year 4 have made sufficient/accelerated progress, 46% of the students making accelerated progress which is fantastic. When looking at the 7 children who have made insufficient progress:-

- All of them are on the Learning Support Register
- 1 is ESOL
- 6 have attendance concerns
- 3 have support for behaviour as well as their learning
- 2 of them have been on individualised programmes outside of the classroom

All of these students will be targets and tracked through the appraisal process next year.

Out of the 13 children who made insufficient progress in Writing in 2022 in this cohort and who we have tracked carefully this year, 5 made accelerated progress this year and 4 made sufficient progress. The other 4 will continue to be targets in 2024.

Gender Comparisons

Writing End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (34)	56% (19)	38% (13)	6% (2)
Males (23)	30% (7)	48% (11)	22% (5)

The girls have a much higher percentage of students (56%) who have made accelerated progress this year compared to the boys (30%). The boys have twice as many students making insufficient progress compared to the girls.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Writing End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (12)	50% (6)	33% (4)	17% (2)
Pasifika (5)	20% (1)	60% (3)	20% (1)
NZ European (31)	48% (15)	39% (12)	13% (4)
Other (9)	44% (4)	56% (5)	0% (0)
57 students in total	26 students (46%)	24 students (42%)	7 students (12%)

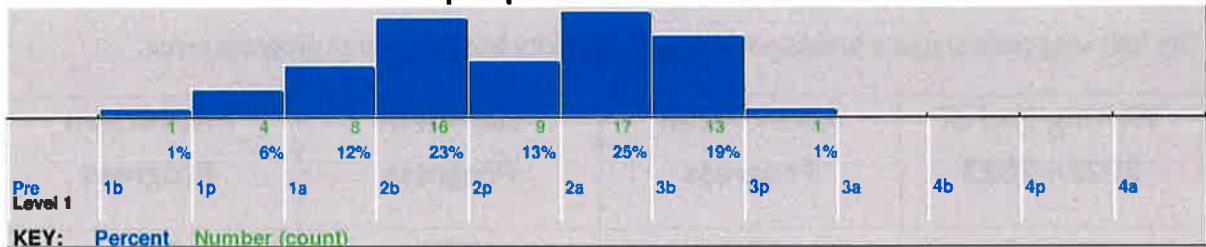
The Maori cohort has the highest percentage making accelerated progress at 50%, closely followed by the NZE cohort at 48%.

Maths Overview

The following chart shows how the children in Year 4 are achieving against the different levels of the Maths curriculum at the end of the year.

Maths Y4	1b	1p	1a	2b	2p	2a	3b	3p
Total (69)	1 % (1)	6 % (4)	12 % (8)	23 % (16)	13 % (9)	25 % (17)	19 % (13)	1 % (1)

Total pupils at each level



58% of students in Year 4 are working at or above the ideal level at the end of the year and another 23% are working just below so they will become priorities for next year.

57 out of the 69 students currently in Y4 had maths data entered at the end of last year to compare against the end of this year.

Progress Made in Maths in Y4	Accelerated Progress	Sufficient Progress	Insufficient Progress
57 students in total	32 students (56%)	18 students (32%)	7 students (12%)

It is pleasing to see 56% of these Y4 students made accelerated progress over the year with 88% making sufficient/accelerated progress.

There are 7 students who have made insufficient progress:-

- 1 is ESOL
- 3 have attendance concerns
- 2 students are actually working above the expected level and 3 are working within Level 2 but they have all stalled at that level for this year

Last year we had 19 students from this cohort who made insufficient progress in Maths and they have been targets for staff this year. All 19 have made pleasing progress this year, 13 making accelerated progress and 6 making sufficient progress.

Gender Comparisons

Maths End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (34)	56% (19)	29% (10)	15% (5)
Males (23)	57% (13)	35% (8)	9% (2)

The boys and girls have a similar percentage of students, 57% compared to 56%, making accelerated progress. However, there are twice as many girls making insufficient progress compared to the boys.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Maths End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (12)	50% (6)	25% (3)	25% (3)
Pasifika (5)	40% (2)	60% (3)	0% (0)
NZ European (31)	58% (18)	32% (10)	10% (3)
Other (9)	67% (6)	22% (2)	11% (1)
57 students in total	32 students (56%)	18 students (32%)	7 students (12%)

The "Other" cohort has the highest percentage of students making accelerated progress at 67% followed by the NZE cohort at 58%, then the Maori cohort at 50%. It is pleasing to see that all the Pasifika students are making progress.

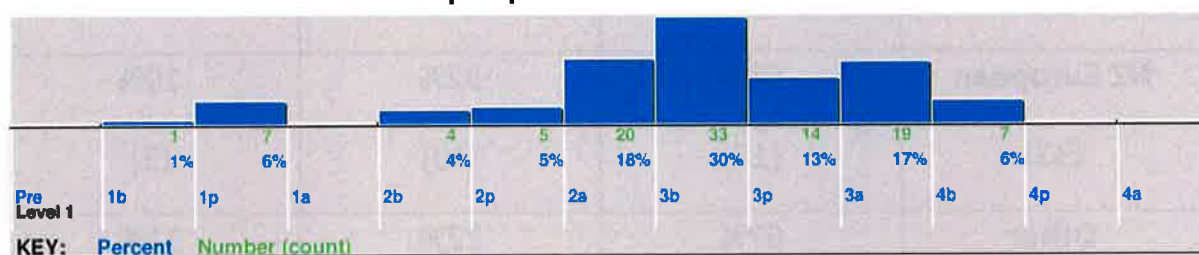
Year 5

Reading Overview

The following chart shows how the children in Year 5 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 5.

Reading Y5	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b
Total (110)	1 % (1)	6 % (7)		4 % (4)	5 % (5)	18 % (20)	30 % (33)	13 % (14)	17 % (19)	6 % (7)

Total pupils at each level



66% of students in Year 5 are working at Level 3b or above.

87 out of the 110 students currently in Y5 had reading data entered at the end of last year to compare against the end of this year.

Progress Made in Reading in Y5	Accelerated Progress	Sufficient Progress	Insufficient Progress
87 students in total	37 students (43%)	28 students (32%)	22 students (25%)

75% of students in Year 5 in Reading have made sufficient/accelerated progress, 43% of students in Year 5 who have been enrolled at the school all year, have made accelerated progress. There are 22 students who have made insufficient progress and who will be tracked carefully next year:-

- 3 are ESOL
- 10 have attendance of concern
- It is important to note that 16 of these students are working at or above the expected level and have just stalled which is not uncommon.
- None of the students who have made insufficient progress are working below Level 2a which means that all of our priority learners are achieving close to the level they should be.

There were 13 students who made insufficient progress in Reading out of this cohort, last year and who we tracked carefully this year. Only 1 remains a target going into 2024 as the other 12 all made good progress (5 accelerated/ 7 sufficient).

Gender Comparisons

Reading End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (44)	36% (16)	32% (14)	32% (14)
Males (43)	49% (21)	33% (14)	19% (8)

49% of Year 5 boys have made accelerated progress compared to 36% of girls which is a shift from last year when the genders were very similar.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Y5 Reading End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (19)	26% (5)	42% (8)	32% (6)
Pasifika (6)	67% (4)	33% (2)	0% (0)
NZ European (43)	37% (16)	33% (14)	30% (13)
Other (19)	63% (12)	21% (4)	16% (3)
87 students in total	37 students (43%)	28 students (32%)	22 students (25%)

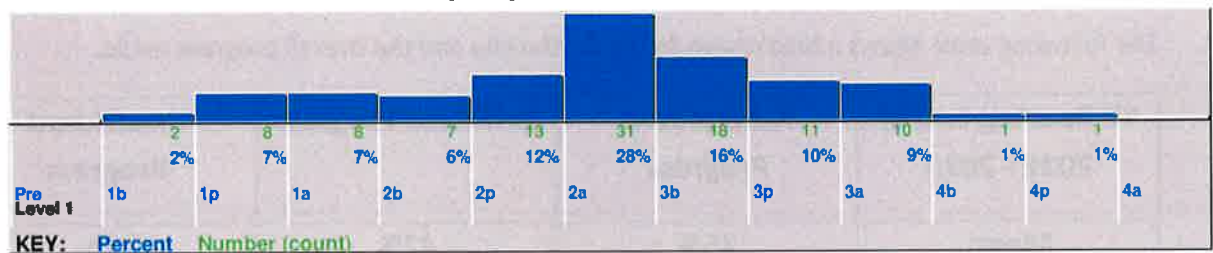
Our Pasifika cohort has the highest percentage at 67% of its students making accelerated progress and there are no Pasifika students making insufficient progress. The Maori cohort has the highest percentage making sufficient progress.

Writing Overview

The following chart shows how the children in Year 5 are achieving against the different levels of the Writing curriculum at the end of the year.

Writing Y5	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p
Total	2 %	7 %	7 %	6 %	12 %	28 %	16 %	10 %	9 %	1 %	1 %
110	(2)	(8)	(8)	(7)	(13)	(31)	(18)	(11)	(10)	(1)	(1)

Total pupils at each level



37% of Year 5 students are working at Level 3 or above, with a further 28% working just below where they should be.

87 out of the 110 students currently in Y5 had Writing data entered at the end of last year to compare against the end of this year.

Progress Made in Writing in Y5	Accelerated Progress	Sufficient Progress	Insufficient Progress
87 students in total	30 students (34%)	36 students (41%)	21 students (24%)

76% of students in Year 5 have made sufficient/accelerated progress in Writing. 34% of Year 5 students have made accelerated progress. There are 21 students who have made insufficient progress and who will be tracked carefully next year:-

- 4 have high learning needs and are working within Level 1 of the curriculum
- 4 need regular support for their behaviour which means time out from the curriculum
- 13 have attendance of concern

- 1 is ESOL
- 4 are working at the expected level and 1 above, and their learning has remained at those levels all year

There were 11 students from this cohort last year who made insufficient progress in Writing. They have been tracked carefully this year and 2 have made sufficient progress, 7 have made accelerated progress and the other 2 will continue to be targets in 2024.

Gender Comparisons

Writing End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (44)	34% (15)	52% (23)	14% (6)
Males (43)	35% (15)	30% (13)	35% (15)

The boys and girls have made similar accelerated progress but the girls have a higher percentage, 52% compared to the boys 30%, making sufficient progress. There are more than double the amount of boys than girls making insufficient progress which has increased since last year for this cohort.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Y5 Writing End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (19)	16% (3)	53% (10)	32% (6)
Pasifika (6)	33% (2)	33% (2)	33% (2)
NZ European (43)	44% (19)	37% (16)	19% (8)
Other	32%	42%	26%

(19)	(6)	(8)	(5)
87 students in total	30 students (34%)	36 students (41%)	21 students (24%)

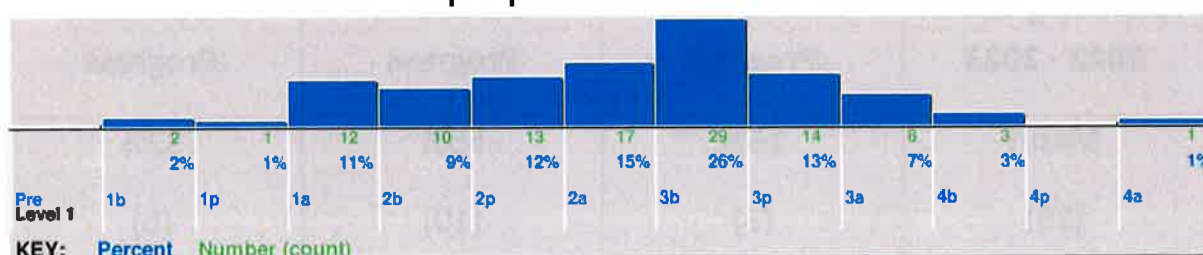
Our NZE cohort has 44% of its students making accelerated progress and the lowest percentage making insufficient progress. The Maori cohort has the highest percentage making sufficient progress.

Maths Overview

The following chart shows how the children in Year 5 are achieving against the different levels of the Maths curriculum at the end of the year.

Maths Y5	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a
Total (110)	2 % (2)	1 % (1)	11 % (12)	9 % (10)	12 % (13)	15 % (17)	26 % (29)	13 % (14)	7 % (8)	3 % (3)		1 % (1)

Total pupils at each level



50% of Year 5 students are working at Level 3 or above at the end of the year, with a further 15% just below where they should be.

87 out of the 110 students currently in Y5 had reading data entered at the end of last year to compare against the end of this year.

Progress Made in Maths in Y5	Accelerated Progress	Sufficient Progress	Insufficient Progress
87 students in total	39 students (45%)	27 students (31%)	21 students (24%)

76% of students in Maths in Year 5 have made sufficient/accelerated progress, 45% of them making accelerated progress which is a pleasing result. There are 21 students who have made insufficient progress and who will be tracked carefully next year:-

- 6 are working within Level 1 of the curriculum so have high learning needs
- 10 have issues with attendance
- 4 are ESOL
- 2 spend a lot of time out of the classroom on individualised programmes due to their behaviour
- 10 are working at or above the expected level and have stalled at this level through the year.

Last year there were 15 students from this cohort who made insufficient progress in Maths. Out of these students, all of them bar 1 made good progress this year. Pleasingly, 12 made accelerated progress and 2 sufficient.

Gender Comparisons

Maths End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (44)	45% (20)	32% (14)	23% (10)
Males (43)	44% (19)	30% (13)	26% (11)

The progress across the genders is similar. The girls have slightly more who have made accelerated progress and slightly more who have made sufficient progress. The gap between the genders has closed over the year.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Y5 Maths End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (19)	5% (1)	47% (9)	47% (9)
Pasifika (6)	33% (2)	50% (3)	17% (1)
NZ European (43)	60% (26)	19% (8)	21% (9)
Other (19)	53% (10)	37% (7)	11% (2)
87 students in total	39 students (45%)	27 students (31%)	21 students (24%)

Our NZE cohort is the group with the highest percentage of students making accelerated progress at 60%. Last year the Maori cohort had the highest number of students making accelerated progress so these students could be consolidating the level they are at this year and that is why their percentages have shifted.

All the students making insufficient progress will be targets for their teachers next year.

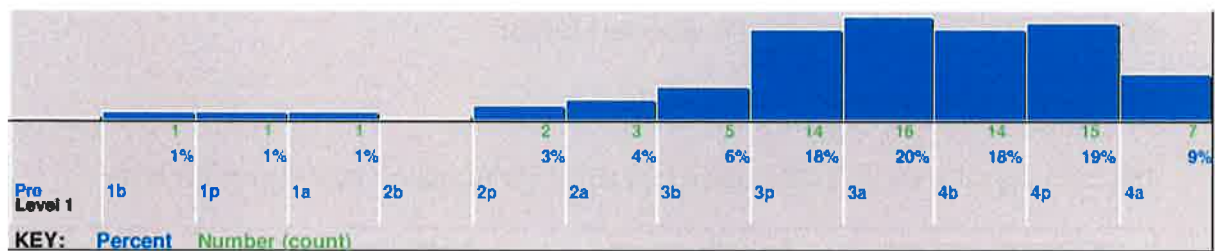
Year 6

Reading Overview

The following chart shows how the children in Year 6 are achieving against the different levels of the Reading curriculum at the end of the year. The blue levels are where we would ideally like them to be working at/above by the end of Year 6.

Reading Y6	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a
Total (79)	1 % (1)	1 % (1)	1 % (1)		3 % (2)	4 % (3)	6 % (5)	18 % (14)	20 % (16)	18 % (14)	19 % (15)	9 % (7)

Total pupils at each level



84% of the Year 6 students are working at 3p or above at the end of the year which is a fantastic result.

Out of the 79 students in the Year 6 cohort, 70 have data from the end of last year to the end of this year to compare progress.

Progress Made in Reading in Y6	Accelerated Progress	Sufficient Progress	Insufficient Progress
70 students in total	28 students (40%)	27 students (39%)	15 students (21%)

79% of students in Year 6 have made sufficient/accelerated progress in Reading, 40% of them making accelerated progress. There are 15 students who have made insufficient progress:-

- 1 has extremely high learning needs
- 7 have attendance of concern
- 1 is ESOL
- 11 are working at the expected level of the Reading Curriculum for a Year 6 student, even though their progress has appeared to stall at that level. 2 are working above.

Last year there were 10 students from this cohort who made insufficient progress and who were targets for their teachers this year. 6 made accelerated progress and 2 made sufficient progress this year.

Gender Comparisons

Reading End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (37)	46% (17)	41% (15)	14% (5)
Males (33)	33% (11)	36% (12)	30% (10)

The girls have made more accelerated progress than the boys with 46% compared to 33% which is a shift from last year when the genders were very similar.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Y6 Reading End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (16)	13% (2)	38% (6)	50% (8)
Pasifika (4)	75% (3)	0% (0)	25% (1)
NZ European (35)	34% (12)	51% (18)	14% (5)
Other (15)	73% (11)	20% (3)	7% (1)

70 students in total	28 students (40%)	27 students (39%)	15 students (21%)
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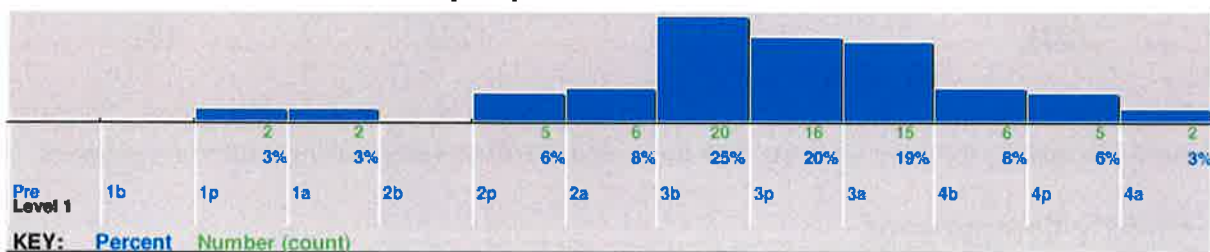
The Pasifika cohort has done well, having the highest percentage of students making accelerated progress at 75%, closely followed by the "Other" cohort at 73%. The NZE cohort has the highest percentage making sufficient progress at 51%. The Maori cohort has the highest percentage making insufficient progress.

Writing Overview

The following chart shows how the children in Year 6 are achieving against the different levels of the Writing curriculum at the end of the year.

Writing Y6	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a
Total 79	3 % (2)	3 % (2)		6 % (5)	8 % (6)	25 % (20)	20 % (16)	19 % (15)	8 % (6)	6 % (5)	3 % (2)

Total pupils at each level



56% of students in Year 6 are working at Level 3p or above for Writing with another 25% working at early Level 3 of the curriculum.

Out of all the students in the Year 6 cohort, 70 have data from the end of last year to the end of this year to compare progress.

Progress Made in Writing in Y6	Accelerated Progress	Sufficient Progress	Insufficient Progress
70 students	30 students (43%)	28 students (40%)	12 students (17%)

83% of students in Year 6 have made accelerated/sufficient progress in Writing this year, 43% of them making accelerated progress which is a pleasing result. There are 12 students who have made insufficient progress :-

- 1 is ESOL
- 7 have attendance of concern
- 1 is working at the expected level of the Writing Curriculum even though their progress has appeared to stall at that level.

Last year, there were 11 students from this cohort who made insufficient progress. 7 of them made accelerated progress this year and 1 made sufficient progress.

Gender Comparisons

Writing End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (37)	43% (16)	46% (17)	11% (4)
Males (33)	42% (14)	33% (11)	24% (8)

\There is very little difference between the genders when looking at accelerated progress. The girls have more making sufficient progress than the boys and half as many making insufficient progress.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Y6 Writing End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (16)	13% (2)	44% (7)	44% (7)

Pasifika (4)	50% (2)	0% (0)	50% (2)
NZ European (35)	46% (16)	46% (16)	9% (3)
Other (15)	67% (10)	33% (5)	0% (0)
70 students in total	30 students (43%)	28 students (40%)	12 students (17%)

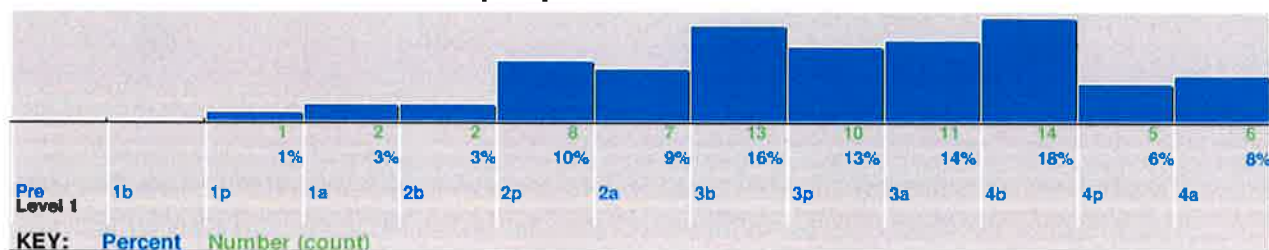
The "Other" cohort has the highest percentage of students making accelerated progress at 67%, with the Pasifika cohort at 50%. The NZE cohort has the highest percentage making sufficient progress at 46%, slightly ahead of the Maori cohort at 44%.

Maths Overview

The following chart shows how the children in Year 6 are achieving against the different levels of the Maths curriculum at the end of the year.

Maths Y6	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a
Total	1 %	3 %	3 %	10 %	9 %	16 %	13 %	14 %	18 %	6 %	8 %
79	(1)	(2)	(2)	(8)	(7)	(13)	(10)	(11)	(14)	(5)	(6)

Total pupils at each level



58% of students in Year 6 are working at Level 3p or above at the end of the year with a further 16% working just below at early Level 3.

Out of the 79 students in the Year 6 cohort, 70 have data from the end of last year to the end of this year to compare progress.

Progress Made in Maths in Y6	Accelerated Progress	Sufficient Progress	Insufficient Progress
70 students	33 students (47%)	21 students (30%)	16 students (23%)

77% of students made sufficient/accelerated progress in Maths over the last year which is pleasing, 47% making accelerated progress.

There are 16 students who have made insufficient progress:-

- 3 have high learning needs
- 2 are ESOL
- 11 have attendance of concern
- 5 are working at the expected level of the Maths Curriculum for a Year 6 student, even though their progress has appeared to stall at that level and 1 is working above Level 3.

Last year there were 6 students who made insufficient progress and this year they have all made accelerated progress which is fantastic.

Gender Comparisons

Maths End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Females (37)	51% (19)	30% (11)	19% (7)
Males (33)	42% (14)	30% (10)	27% (9)

The girls have made more accelerated progress than the boys, at 51% compared to 42%. The boys have a higher percentage making insufficient progress so the gap has widened slightly for this cohort.

Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the overall progress made.

Y6 Maths End of 2022 - 2023	Accelerated Progress	Sufficient Progress	Insufficient Progress
Maori (16)	25% (4)	19% (3)	56% (9)
Pasifika (4)	75% (3)	0% (0)	25% (1)
NZ European (35)	43% (15)	40% (14)	17% (6)
Other (15)	73% (11)	27% (4)	0% (0)
70 students in total	33 students (47%)	21 students (30%)	16 students (23%)

The Pasifika cohort has the highest percentage of students making accelerated progress with 75%, closely followed by the "Other" cohort at 73%. The NZE cohort has the highest percentage making sufficient progress at 40%.

Schoolwide Charter Goal

To increase the percentage of Maori students making sufficient progress/accelerated progress in Writing from 60% at the end of 2022 to 80% at the end of 2023

We were very close to achieving this goal with 65 students out of 85 (76%) making sufficient or accelerated progress.

Accelerated progress = 24 students (28%)

Sufficient Progress = 41 students (48%)

Insufficient Progress = 20 students (24%)

Giving effect to Te Tiriti o Waitangi

Through our community consultation we collected whānau voice to inform our planning. Our hapu liaison helped to ensure that our Māori community took part in the survey. From the feedback collected, we now have in place the aim of Reflecting our Community within our School. We have a Cultural Pedagogies Unit holder who is responsible for leading this area.

We have a whānau pod at the school where we offer a programme with a more in depth focus on tikanga and Te Reo Māori. We are hoping over time to develop this space into a bilingual unit. Unfortunately at this time we have been unsuccessful in being able to employ a Te Reo speaking kaiako. We have two kaiawhina working in this space who have enhanced the children's Te Reo and understanding of Te Ao Māori.

We are employing a professional kapa haka tutor who offers tuition across the school. He also ran a Mana Potential group for some of our boys in 2023.

We are being well supported by a Hapu Liaison elected by our local hapu. Our liaison has enhanced communication between the school and whānau and is able to provide cultural expertise to guide the school.

Whānau Hui are held on a regular basis. They enable whānau to have a say on the development of our whānau pod and we have looked at strategic planning through a Te Ao Māori lens.

Kiwisport

In 2023, the school received total Kiwisport Funding of \$7888.40. The funding went towards the Sport's Co-ordinator wages for the school. Through the work of the Sport's Co-ordinator, we had in excess of 300 children taking part in a wide variety of sports teams and events. Every child at the school also had the opportunity to take part in cross-country competition and athletics. Students who qualified could also take part in cluster and regional sporting events.

Statement of Compliance with Employment Policy

Health and Safety procedures are in place for staff. Every staff member has access to the agenda and minutes of the Health and Safety Committee which meets twice a term. They also have access to a Near Miss and Harm to Staff document where they can report concerns. In 2023 the Board of Trustees undertook a well being survey and are currently working on issues that were raised.

We have an equal opportunities policy which informed our practice when undertaking appointments and distributing fixed term units. A Board member is elected as EEO officer. All of our policies are available to staff. Compliance with our Employment and EEO policies is covered annually at a Board meeting.

Staff appointments have been undertaken in 2023 in line with our personnel policy and we have fulfilled our obligations as set out in our policy and procedures. As the positions were all Scale A, a panel of four was set up for the process. Adverts were placed nationally and a shortlist was drawn up. We have an Equal Employment Policy covering race, gender and disability. Equal employment opportunities were considered during the appointment process and due care and consideration was given to ensure that the candidates appointed were the best people for the jobs. Interviews were held and references were sought for the preferred candidates.