



TE KURA O TAKE KĀRARA

NAVIGATING PATHWAYS OF LEARNING

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 747

Principal: Jodie Howard

School Address: 3 Grace Wright Drive, Three Parks, Wanaka 9382

School Postal Address: PO Box 815, Wanaka 9305

School Phone: 03 974 7575

School Email: office@takekarara.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

TE KURA O TAKE KĀRARA

Annual Financial Statements - For the year ended 31 December 2024

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Te Kura O Take Kārara

Statement of Responsibility

For the year ended 31 December 2024

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


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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Ben Leen

Full Name of Presiding Member




Signature of Presiding Member

30/5/2025

Date:

Jodie Howard

Full Name of Principal



Signature of Principal

30/5/2025

Date:

Te Kura O Take Kārara

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Randall Aspinall	Presiding Member	Elected	Aug 2025
Jodie Howard	Principal	ex Officio	
Mandy Enoka	Parent Representative	Elected	Jun 2024
Jonathan Homer	Parent Representative	Elected	Aug 2025
Benjamin Leen	Parent Representative	Elected	Aug 2025
Joel Herbert	Parent Representative	Elected	Aug 2025
Nadia Ellis	Parent Representative	Elected	Aug 2025
Fergus McLean	Staff Representative	Elected	Aug 2025

Te Kura O Take Kārara

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,949,000	2,918,785	3,339,709
Locally Raised Funds	3	163,807	141,300	137,335
Interest		43,459	20,000	37,079
Total Revenue		4,156,266	3,080,085	3,514,123
Expense				
Locally Raised Funds	3	3,372	2,200	3,246
Learning Resources	4	2,305,930	1,811,437	1,979,063
Administration	5	173,645	150,825	133,297
Interest		1,289	-	1,293
Property	6	1,643,072	1,183,504	1,537,081
Loss on Disposal of Property, Plant and Equipment		61	-	26
Total Expense		4,127,369	3,147,966	3,654,006
Net Surplus / (Deficit) for the year		28,897	(67,881)	(139,883)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		28,897	(67,881)	(139,883)

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

Te Kura O Take Kārara

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,499,206	1,499,206	1,639,089
Total comprehensive revenue and expense for the year		28,897	(67,881)	(139,883)
Contribution - Furniture and Equipment Grant		1,786	-	-
Equity at 31 December		1,529,889	1,431,325	1,499,206
Accumulated comprehensive revenue and expense		1,529,889	1,431,325	1,499,206
Equity at 31 December		1,529,889	1,431,325	1,499,206

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Kura O Take Kārara

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	56,072	122,474	177,453
Accounts Receivable	8	198,499	132,840	132,840
GST Receivable		13,637	16,232	16,232
Prepayments		11,601	3,420	3,420
Investments	9	719,787	456,517	676,517
		999,596	731,483	1,006,462
Current Liabilities				
Accounts Payable	11	224,084	206,974	206,974
Revenue Received in Advance	12	72,275	2,073	2,073
Finance Lease Liability	14	8,403	11,483	11,483
		304,762	220,530	220,530
Working Capital Surplus		694,834	510,953	785,932
Non-current Assets				
Property, Plant and Equipment	10	901,546	984,813	762,715
		901,546	984,813	762,715
Non-current Liabilities				
Provision for Cyclical Maintenance	13	62,012	59,084	44,084
Finance Lease Liability	14	4,479	5,357	5,357
		66,491	64,441	49,441
Net Assets		1,529,889	1,431,325	1,499,206
Equity		1,529,889	1,431,325	1,499,206

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

Te Kura O Take Kārara

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		650,933	548,996	682,112
Locally Raised Funds		225,893	141,300	120,571
Goods and Services Tax (net)		2,595	-	(3,144)
Payments to Employees		(288,598)	(299,300)	(274,310)
Payments to Suppliers		(441,316)	(345,475)	(394,593)
Interest Paid		(1,289)	-	(1,293)
Interest Received		37,687	20,000	32,335
Net cash from Operating Activities		185,905	65,521	161,678
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(257,676)	(340,500)	(135,658)
Purchase of Investments		(43,270)	-	(472,905)
Proceeds from Sale of Investments		-	220,000	-
Net cash (to) Investing Activities		(300,946)	(120,500)	(608,563)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,786	-	-
Finance Lease Payments		(8,126)	-	(7,104)
Net cash (to) Financing Activities		(6,340)	-	(7,104)
Net (decrease) in cash and cash equivalents		(121,381)	(54,979)	(453,989)
Cash and cash equivalents at the beginning of the year	7	177,453	177,453	631,442
Cash and cash equivalents at the end of the year	7	56,072	122,474	177,453

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

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

Te Kura O Take Kārara

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Te Kura O Take Kārara (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Finance Lease Payments

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

1.5. 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.

1.6. Accounts Receivable

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

1.7. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.8. 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 years
Furniture and Equipment	3-10 years
Information and Communication Technology	3-4 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.9. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.10. Accounts Payable

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

1.11. Employee Entitlements

Short-term employee entitlements

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

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.



1.12. Revenue Received in Advance

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

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

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

1.14. 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, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

1.15. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.16. Budget Figures

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

1.17. Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	748,202	564,246	552,803
Teachers' Salaries Grants	1,769,392	1,378,635	1,484,853
Use of Land and Buildings Grants	1,420,744	974,904	1,300,868
Other Government Grants	10,662	1,000	1,185
	<u>3,949,000</u>	<u>2,918,785</u>	<u>3,339,709</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	63,362	35,000	86,026
Trading	3,287	2,500	2,526
Fundraising and Community Grants	82,276	96,800	36,410
Other Revenue	14,882	7,000	12,373
	<u>163,807</u>	<u>141,300</u>	<u>137,335</u>
Expenses			
Trading	1,692	2,200	2,154
Fundraising and Community Grant Costs	1,680	-	1,092
	<u>3,372</u>	<u>2,200</u>	<u>3,246</u>
<i>Surplus for the year Locally raised funds</i>	<u>160,435</u>	<u>139,100</u>	<u>134,089</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	108,585	63,000	120,742
Information and Communication Technology	6,571	7,000	5,149
Employee Benefits - Salaries	2,032,252	1,591,235	1,693,701
Other Learning Resources	147	300	11
Staff Development	28,889	31,500	23,862
Depreciation	129,486	118,402	135,598
	<u>2,305,930</u>	<u>1,811,437</u>	<u>1,979,063</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	11,525	5,750	5,562
Board Fees and Expenses	6,748	8,000	10,460
Other Administration Expenses	59,117	49,900	36,227
Employee Benefits - Salaries	83,796	74,850	69,326
Insurance	4,434	4,300	4,056
Service Providers, Contractors and Consultancy	8,025	8,025	7,666
	<u>173,645</u>	<u>150,825</u>	<u>133,297</u>



6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	71,120	65,000	63,904
Cyclical Maintenance	15,503	15,000	44,084
Adjustment to the Provision- Other Adjustments	2,425	-	-
Heat, Light and Water	48,534	44,000	40,920
Rates	10,333	10,000	9,304
Repairs and Maintenance	15,720	23,000	27,383
Use of Land and Buildings	1,420,744	974,904	1,300,868
Other Property Expenses	29,799	23,500	22,980
Employee Benefits - Salaries	28,894	28,100	27,638
	<u>1,643,072</u>	<u>1,183,504</u>	<u>1,537,081</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	56,072	122,474	177,453
Cash and Cash Equivalents for Statement of Cash Flows	<u>56,072</u>	<u>122,474</u>	<u>177,453</u>

Of the \$56,072 Cash and Cash Equivalents, \$7,421 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$56,072 Cash and Cash Equivalents, \$64,854 of Other Revenue in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,296	84	84
Receivables from the Ministry of Education	9,002	9,741	9,741
Interest Receivable	12,109	6,337	6,337
Teacher Salaries Grant Receivable	176,092	116,678	116,678
	<u>198,499</u>	<u>132,840</u>	<u>132,840</u>
Receivables from Exchange Transactions	13,405	6,421	6,421
Receivables from Non-Exchange Transactions	185,094	126,419	126,419
	<u>198,499</u>	<u>132,840</u>	<u>132,840</u>

9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	719,787	456,517	676,517
Total Investments	<u>719,787</u>	<u>456,517</u>	<u>676,517</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	237,361	253,155	-	-	(31,261)	459,255
Furniture and Equipment	397,471	21,405	-	-	(59,425)	359,451
Information and Communication Technology	31,854	17,964	-	-	(19,430)	30,388
Leased Assets	16,708	9,421	-	-	(13,658)	12,471
Library Resources	43,192	2,562	(61)	-	(5,712)	39,981
Work in Progress	36,129	-	(36,129)	-	-	-
Balance at 31 December 2024	762,715	304,507	(36,190)	-	(129,486)	901,546

The net carrying value of furniture and equipment held under a finance lease is \$12,471 (2023: \$16,708)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	533,679	(74,424)	459,255	280,525	(43,164)	237,361
Furniture and Equipment	605,979	(246,528)	359,451	584,574	(187,103)	397,471
Information and Communication Technology	194,884	(164,496)	30,388	176,920	(145,066)	31,854
Leased Assets	26,921	(14,450)	12,471	45,524	(28,816)	16,708
Library Resources	65,067	(25,086)	39,981	62,594	(19,402)	43,192
Work in Progress	-	-	-	36,129	-	36,129
Balance at 31 December	1,426,530	(524,984)	901,546	1,186,266	(423,551)	762,715

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	22,182	52,204	52,204
Accruals	13,530	8,446	8,446
Banking Staffing Overuse	-	16,250	16,250
Employee Entitlements - Salaries	184,882	128,657	128,657
Employee Entitlements - Leave Accrual	3,490	1,417	1,417
	224,084	206,974	206,974
Payables for Exchange Transactions	224,084	206,974	206,974
	224,084	206,974	206,974

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	7,421	1,798	1,798
Other Revenue in Advance	64,854	275	275
	72,275	2,073	2,073



13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	44,084	44,084	-
Increase to the Provision During the Year	15,503	15,000	14,695
Other Adjustments	2,425	-	29,389
Provision at the End of the Year	62,012	59,084	44,084
Cyclical Maintenance - Non current	62,012	59,084	44,084
	62,012	59,084	44,084

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. The school does not currently have a Ministry approved 10 year property plan, however the board has included the above provision based on quotes the school obtained from Resene and identified and confirmed appropriate by the Board.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No later than one year	9,218	12,263	12,263
Later than One Year	4,787	5,627	5,627
Future Finance Charges	(1,123)	(1,050)	(1,050)
	12,882	16,840	16,840
Represented by:			
Finance lease liability - Current	8,403	11,483	11,483
Finance lease liability - Non-current	4,479	5,357	5,357
	12,882	16,840	16,840

15. 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.

16. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,910	2,580
<i>Leadership Team</i>		
Remuneration	635,782	387,001
Full-time equivalent members	5.00	3.00
Total key management personnel remuneration	638,692	389,581

There are 6 members of the Board excluding the Principal. Two new replacements following 2022 elections. The Board had held 8 full meetings of the Board in the year. The Board also has Finance and Property members that meet monthly and quarterly respectively.



Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	2.00
110 - 120	3.00	2.00
120 - 130	1.00	-
	5.00	4.00

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

17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

19. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$145,000 (2023:\$198,635).

The Board has approved the purchase of three school vans at a total cost of approximately \$145k. This cost is to be funded from community grants, board contribution and PTA donations & fundraising efforts. As at 31 December 2024 no contracts were entered into and final amounts of the actual van costs will not be known until early 2025.

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)



20. Financial Instruments

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

Financial assets measured at amortised cost

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	56,072	122,474	177,453
Receivables	198,499	132,840	132,840
Investments - Term Deposits	719,787	456,517	676,517
Total Financial assets measured at amortised cost	974,358	711,831	986,810

Financial liabilities measured at amortised cost

Payables	224,084	206,974	206,974
Finance Leases	12,882	16,840	16,840
Total Financial liabilities measured at amortised Cost	236,966	223,814	223,814

21. Events After Balance Date

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

22. 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 Te Kura O Take Karara's financial statements for the year ended 31 December 2024

The Auditor-General is the auditor of Te Kura O Take Karara (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the statement of variances, the evaluation of students' progress and achievement, the report on how the school has given effect to Te Tiriti o Waitangi, the statement of compliance with employment policy and the statement of Kiwisport funding, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

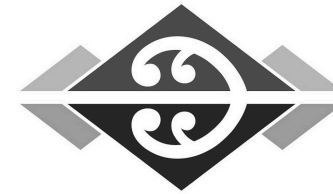
Other than the audit, we have no relationship with or interests in the School.



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand

Te Kura O Take Kārara

PRINCIPAL'S REPORT TO THE BOARD OF TRUSTEES



STRATEGIC DISCUSSIONS / DECISIONS

February

- Strategic and Annual plan
- Annual Student Achievement plan
- Property projects
- Budget

March

- Maori Strategic Plan
- Curriculum Refresh
- Government initiatives and and update to policy

May

- New Attendance Reporting - Ministry of Education requirements
- ERO update

June

- Mid Year Student Achievement Data
- Staff presentation - Learning Through Play

August

- Better Start Literacy Approach - Junior Literacy Programme
- ESOL Learners - Teacher Aide Support

September

- Wellbeing Surveys
- Gifted and Talented Learners


November

- Staff presentation - Maths, Enviro Ed and Partnerships
- Staffing 2025
- Weka Camp Approvals

December

- End of Year Student Achievement Reports with Analysis of Variance
- Strategic and Annual Review

ASSURANCE REPORT ON STRATEGIC AIMS

<p>Strategic Goal 1 Ako-manaakitanga: we nurture learning for all</p> <p>Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success</p>	<p>1.1 Review our localised curriculum and coherent pathways to ensure they lead to learning success.</p>	<p>February</p> <p>One of our Teacher Only Days was spent with Sarah Aiono from Longworth Education where we looked at learning dispositions and how they evolve as a child moves through their growing years at primary school. Learning dispositions is a big driver in the way we set up learning and plan and design our teaching programmes. This year we will be continuously working on how we educate our community through the work we do around noticing, recognising and responding to our learners in light of their developmental stages and what behaviours we see in how they feel about themselves and their approach to learning. Timetables have been developed across the school to ensure all available staffing is targeted to learner needs and teacher support. We have 3 teacher aides working across the 3 learning spaces, part time teachers in Weka providing additional support for literacy and Maths, Estelle Moore without a class this term to support transitions with Year 2 students and Lisa Bailey providing literacy support with Year 3 learners.</p> <p>Better Start Literacy training is underway again this year. We have 3 teachers training which will then total 7 trained BSLA teachers in Year 1 to 3.</p> <p>March</p> <p>Jodie and Lisa attended the curriculum refresh workshop offered last week that provided an overview of the broader work that the Curriculum Lead team has been planning to support us with the curriculum refresh and the Government's priorities for teaching and learning as these are developed this year. While these are still being developed, we are to continue to embed the work underway around Te Mātaiaho, and forward direction for literacy and numeracy. We have develop a personalised Professional Development Work Plan for the Curriculum Refresh:  PD Work Plan: Curriculum Refresh</p> <p>May</p> <p>Mike Fowler, our ERO Evaluation partner, spent time with the Leadership team and the Maths Lead team at the end of last term. He is very happy with our progress and implementation of our action plan. We have developed 2 cohorts of learners to track this year. One is a group in Year 4 who have been taught using the refreshed maths curriculum so that the impact of their mathematical learning over time can be analysed. The other group is a cohort from Year 3 to 6 with children achieving above, at and towards the expected level where we are analysing the impact of the teaching on student learning and uncovering the misconceptions and barriers to progress as well as the rate of acceleration with targeted teaching in place.</p> <p>August</p>
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		<p>Children are utilising the 'celebrating my learning' Hero page to share real time learning with their whanau. They are choosing what they want to share and are using emojis to share their feelings about their successes.</p> <p>September</p> <p>The wellbeing and the gifted and talented survey enabled us to gather student voice around agency, engagement and a sense of success in learning (see report).</p> <p>November</p> <p>Our school featured in the NZ Education Gazette this month, celebrating our intentional and well-planned play-based learning alongside our explicit instructional practices, making learning relevant, authentic and rich. Schools and principals across the country have acknowledged our article, saying what a great read it was. Sarah Aiono from Longworth Education linked our article to their Facebook page stating they are incredibly proud to reflect on the past three years working alongside the passionate and reflective kaiako at Te Kura O Take Kārara and that the commitment to bridging the knowledge-to-practice gap has been nothing short of inspiring.</p>
	<p>1.2 Review our reporting and assessment practices to ensure they inform learning success</p>	<p>February</p> <p>Professional Development Work Plans have been created for Maths, Writing, BSLA and Learning Through Play. Assessment practices and targeted interventions have been identified and already staffing allocations have been assigned to supporting these learners to get underway as soon as we can for the start of a new year.</p> <p>March</p> <p>Staff engaged in an in depth writing professional development session last week where we have set up monitoring data sheets for our at risk writers. Writing samples will be collected, analysed and tracked to confirm current achievements and ongoing progress. This will consolidate what the expected writing behaviours look like at different year levels and will quickly identify what immediate teaching strategy is needed.</p> <p>June</p> <p>See mid year student achievement reports - data analysis, indicators of progress and next steps</p> <p>September</p> <p>A continuation of monitoring our at risk writers is proving to be beneficial for teachers. The progress these writers are making is obvious and the deliberate and concise focus on their next immediate goal is supporting targeting teaching. Breaking down the writing behaviours at different year group levels has enabled teachers to ensure there are no gaps in their progress or missed learning that is time sensitive to their age and stage. The staff have reviewed school-wide reading documentation to ensure it still aligns with what they are doing in practice. There were some good discussions and reflections on the current teaching and learning programmes. This process is invaluable to ensure consistency and a high level of</p>

		<p>teaching approaches and learning progressions.</p> <p>December</p> <p>End of year student achievement reports - data analysis, indicators of progress and next steps for 2025 are tabled for the December meeting.</p>
	1.3 Review the effectiveness of the collaborative inquiry processes to ensure teacher capability is enhance	<p>February</p> <p>A <u>Professional development</u> plan is in place for 2024.</p> <p>March</p> <p>Lead teams have developed professional development work plans to continue to build teacher capabilities in maths, writing, learning through play and PB4L.</p> <p>May</p> <p>Learning Through Play action plans are well underway. Team Leaders have carried out their next cycle of practised based coaching with their teams involving observations, feedback, a review of the current goal in place and then an identified next step/goal to be implemented. They have all met with Sarah from Longworth to receive any advice about their coaching strategies to date and how they can continue to ensure Play practice is effective and of a high standard. All teams are feeling positive about their teams shift in practice and continual commitment to the action plan.</p> <p>August</p> <p>We have carried out our mid year review of our professional growth cycle for 2024. Teachers reflected on; what they have noticed about their change in practice so far this year, what is one thing that stands above the rest - something to really celebrate, feel successful with, what is making the biggest difference for them, their team and the students, and their next major focus. The reflections teachers are making very much speak to our collaborative processes in building teacher capacity through the modelling and coaching, the team teaching, the support of one another, the team and staff meetings, and the clear direction the expected teaching and learning programme is going.</p> <p>September</p> <p>Sarah Aiono visited this week and spent time with each teaching team to evaluate, reflect and revisit their action plan outcomes and progress. Key areas included focusing on increasing the use of intentional language and feedback to children in their play, particularly around curriculum-specific language; our approach to emotional feedback, wait times, supporting students to extend and explore their own thinking and ideas in play; revisiting student learning that has occurred through play by making learning stories visible and available to students, enabling them to access these and review them at their own choosing; and the possibility of a school-wide play event in a tuakana-teina style, starting with promotional videos of each learning area to build excitement and familiarity among children.</p> <p>November</p> <p>Maths team presenting to the board on key objectives and outcomes for 2024</p>

		<p>December</p> <p>All Professional Growth Cycle self-reviews have taken place for teachers. Teachers have reflected on what has had the greatest impact on their teaching practice and their learners and what they would like to do next. Teachers also reviewed the strategic and annual plan noting what work was affirming this year, what is still in progress and what were some challenges. The is tabled for the December meeting.</p>
<p>Strategic Goal 2 Whanaungatanga - Hauora: Partnerships strengthen wellbeing</p> <p>A sense of belonging will be strengthened through relationship and wellbeing practices</p>	2.1 Review how our partnerships are strengthened through our wellbeing practices	<p>March</p> <p>Staff have reviewed our Wellbeing Model and reflected on : What it ... look like, sounds like, feels like; How the wellbeing model influences how we unpack wellbeing with our classes; And one goal our teams could work towards in terms of using our Wellbeing Model. Staff then reviewed our Implementing & Sustaining Wellbeing - a roadmap for our school to ascertain where we are at the beginning of the year.</p> <p>August</p> <p>Teachers have been using the developmental stages of a learner at Taka Kārara when explicitly teaching social and emotional skills through our Learning Through Play practices of ‘notice, recognise and respond’. Deliberate actions have been developed by the teaching team to explicitly teach and support children to practise skills that ensure they feel a sense of belonging and connection with others. This has also been implemented into how the goals have been developed on children’s learning maps that they then share with parents and whanau. Teachers have found this to be a successful process to follow.</p> <p>September</p> <p>See Wellbeing survey results and summaries</p>
	2.2 Review the approaches used to ensure safe relationships for all	<p>February</p> <p>For the start of the year, providing a safe environment for all our children is paramount. The Tuakana Teina buddy system has already been set up for our new children transitioning to school as well as that we have set up buddy classes for 2 classes to work together to do such things as library time, maths games, outside games, ICT support etc.</p> <p>March</p> <p>We regularly review our transition to school program to ensure the wellbeing of the child and their whānau are at the forefront of the process. Our Tuna team leader visits ECE centres to connect with children and their current teachers and checks in about any extra support that may be needed for a smooth transition. The Tuna team provides additional visits in the learning space when needed. Additional meetings are provided for parents if they would like more time to discuss things with us. We provide additional transition chats with those parents who don’t speak English using a google translate. Refreshments and biscuits are provided after the parent sessions with SLT in the library so parents can mix and mingle.</p> <p>September</p> <p>Daryl has completed a PB4L presentation which is now shared on Hero. This was a follow up from the parent working group where people were asking for more information about the restorative process,</p>

		understanding the language as well as knowing about some of the initiatives happening around the school.
	2.3 Review and ensure effective communication approaches provide strong connection within and beyond our growing school community	<p>May Lead teams for Maths, Enviro-school and Maori have developed fortnightly newsletter items to encourage whānau engagement. The Senior Leadership Team has reviewed the Transition to School flow of information and communication. A new pamphlet has been developed for the school website and for Early Learning Centres. At the visits, we are using this as an opportunity to ask about home rituals, religious practices, celebrations etc.</p> <p>August The parent working group that we engaged with last year, will be receiving an update on the actions we set out to achieve this year. Some of those actions involved our communication processes. We have continued with open classrooms, shared lunches and newsletter snippets of learning. We have introduced a hero page called 'how you could help me at home', set up catch up sessions with new families after 4 or so weeks after they start, and have provided more details of how we teach maths at the connection session at the beginning of the year.</p> <p>November Staff have reviewed and analysed the number of existing and newly formed partnerships in our community that have been utilised this year. These includes; a strengthened relationship with Wai by running staff connection sessions, supporting plans to have a nature space in the community to use regularly, providing personnel support with learning programmes; working with the Community Workshop who have provided small items of furniture such as footstools, book holders, storage trolleys etc that are fit for purpose for our child, they have enjoyed coming into our spaces and seeing how their building skills have paid off; Our Kapahaka have joined forces with Joe Waide and his Haka Company and have been invited back next year to the merino musterer opener as the main performers alongside Joe; Our continued engagement with Elmslie House has the residents looking forward to their weekly visit from us; Damien from Waterbusters continually supporting our Enviro group of students and kaiako; Senior MAC students coming to school to work with our students.</p>
<p>Strategic Goal 3 Kotahitanga - Kaitiakitanga: Using inclusion and guardianship</p> <p>Empowering all who have a stake in</p>	3.1 Review leadership capability and its impact on environmental and sustainable practices for our growing communities	<p>February The garden to table programme has started strong with tomatoes being made into pizza sauce and sunflower seeds to be collected and dried. We have a teacher from each learning space responsible for leading the garden to table programme with their team.</p> <p>March Enviro initiatives that are getting underway include the ongoing relationship with Nature Ed Open Teacher sessions, one of which is being hosted at our school - The Aquavan, a programme that aims to raise awareness about the connections between river health and the coastal environment and how to integrate these learnings into the classroom.</p>

our place, to be contributors and responsible members of our growing community		<p>June Teachers have been actively involved in the local community contributing to local projects led by Wai Wanaka and Te Kakano. Teachers have taken part in workshops at the Hatchery and teaching teams have been out and about engaging with the work these organisations are part of across the area. Teachers and students have been engaged in the garden to table initiatives including making pizza sauce for pizzas and pumpkin soup.</p> <p>November The enviro team presenting findings to the board</p>
	3.2 Review with our diverse school community including mana whenua how we have provided a place that empowers all through language, culture and identity.	<p>February One of our aims is to ensure we acknowledge and celebrate significant cultural events for the diverse cultural backgrounds we have at our school. Lisa has a calendar of important dates for 2024 and will add items to the newsletter and pass on resources to our teaching teams to ensure cultural backgrounds are recognised and acknowledged in our school.</p> <p>March Hāutu - Māori Strategic Plan (attached)</p> <p>May We have made further additions to the transition visit chat with parents and have included a section where we talk about our cultural narrative, our pou and their significance. We have updated our enrollment form to seek further details about home rituals, religious practices, celebrations etc.</p> <p>September Our māori whānau hui last month was a very successful night. There were only 5 families there as well as 4 staff members but the conversation was rich and many connections were made. Some actions moving forward included joining the Mt Aspiring whānau hui next term, watching the haka competition at MAC at the end of the term and creating a whatsapp group so that things like adult te reo lessons can be shared and collective gatherings can be organised.</p> <p>November Our Welcoming Garden has finally been opened with 3 plants added. The next step is to have a plaque made and an info board with the flags of the countries linked to the plants in the garden. This garden aims to reflect the diversity of culture within our school community.</p>
	3.3 Review and refine connections with our key community stakeholders to ensure partnerships within our growing communities are effective	<p>May We are cementing a strong relationship with the Community Workshop. They have provided new rubbish bins, sorting containers, stools, art racks etc and are working on large outdoor storage units for our loose parts.</p> <p>August Wai Wanaka has been instrumental in supporting our Inquiry learning this year. Jose has been coordinating</p>

		<p>with us and with other organisations to support our teaching teams to connect with these groups and to visit these places. It is building up a wealth of new knowledge and experiences for our learners and it continues to build and tighten our relationships with stakeholders.</p> <p>November The enviro team presenting findings to the board</p>
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STRATEGIC MONITORING

ROLL

Date	Pre-enrolled	Y0	Y1	Y2	Y3	Y4	Y5	Y6
Feb 15th: 294	64		59	60	46	56	35	38
March 13th: 303			68	60	46	56	35	38
May 15: 306	42	4	73	57	44	57	33	38
June 18: 319	25	12	76	56	47	56	33	39
August 9: 335	20	21	78	57	48	56	35	40
September 5: 335	18	24	78	56	47	56	35	39
November 6: 344	5	33	75	54	49	56	33	40
December 6: 345		33	76	54	48	58	33	41

ANNUAL STUDENT ACHIEVEMENT TARGETS

<p>Annual objective/goal:</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists (NELP Obj:2)</p> <p>Writing:</p>	<p>Plan attached to the strategic and annual plan for 2024</p> <p>Term 2 progress:</p> <ul style="list-style-type: none"> Attached mid year student achievement data <p>End of year student achievement reports:</p>
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<p>To accelerate the progress of learners/ākonga at risk in writing against their expected level of achievement</p> <p>Mathematics:</p> <p>To accelerate the progress of learners/ākonga at risk in mathematics against their expected level of achievement</p>	<ul style="list-style-type: none"> Attached - data analysis, indicators of progress and next steps for 2025
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POLICY AND PROCEDURE MONITORING & REVIEW

Assurance Audits (Schooldocs policy and procedures)	Operational Reporting
<p>Term 1:</p> <p>Planning and Preparing for Emergencies, Disasters, and Crises: There are emergency plans in place that provide emergency and evacuation procedures. Procedures are up to date and in hard copy, and emergency supplies have been checked and up to date.</p> <p>Learning Support: Teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.</p> <p>Digital Technology and Online Safety: Policies to promote internet safety and prevent bullying are being implemented correctly. Digital User Agreement forms are currently being obtained and updated.</p> <p>Healthcare: the policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.</p> <p>School Planning and Reporting: the strategic plan has been submitted to the Ministry of Education by 1 March; the annual implementation plan for the current school year has been published; the annual financial statements are currently being sent to the school auditor; the annual report (including audited financial statements) will also be submitted to the Ministry of Education by 31 May; and the annual report will be published as soon as practicable following this.</p> <p>Curriculum and Student Achievement Policy has been updated to include wording about the one hour a day requirement for Reading Writing and Maths</p>	<p>Staff Management</p> <ul style="list-style-type: none"> Stephanie Sinnamon has been employed for 3 days a week to support Year 5 and 6 Sarah Scurr is on leave term 1 and 2 and Janet Lothian is covering her job which is CRT and PCT in Tī Kōuka Anna Murdoch has been awarded part time study leave to complete a Te Reo course, Anna is working 2.5 days a week as a release teacher and teacher on Music and Kapa Haka (Feb) We have filled 2 internal position for Teaching Associate Principal - congratulations to Ferg McLean and Estelle Moore (Feb) Another Learning Assistant for Weka has been employed and will start in a few weeks time (April) Jill is now on maternity leave and Pippa is the full time teacher for that class. There will need to be some decisions around where teachers are teaching in term 4 in Tuna with a new cohort of children starting school (August) Another Learning Assistant has been employed and will start next week. This is to support a Year 3 student who has been directed to our school (Sep) Staffing for 2025 is being confirmed and there will be positions appointed for various reasons. An appointment committee is working through the recruitment process. November - staffing for 2025 tabled for discussion at the Board meeting December - Teacher Aide and office staff job description appraisals carried out
	<p>Property Projects</p>

<p>Cellphones and Other Personal Digital Devices - current policy already reflects the new requirements</p> <p>Term 2:</p> <p>Safety Checking and Police Vetting</p> <ul style="list-style-type: none"> • All children's workers employed or engaged by the school have been safety checked before their appointment. Children's workers have been safety checked as required within 3 years of the previous check. • Any non-teaching staff (who are not registered teachers or holders of a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Police vets have been completed every 3 years. <p>Teacher Registration and Certification</p> <ul style="list-style-type: none"> • All teachers employed at the school are registered with the Teaching Council and hold a current practising certificate, or have a limited authority to teach. <p>Appointment Procedure, Staff Conduct and Professional Development</p> <ul style="list-style-type: none"> • Procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees. Supporting policies for induction, staff conduct, and professional development are being implemented. <p>Equal Employment Opportunities</p> <ul style="list-style-type: none"> • The school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). <p>Child Protection and Abuse Recognition and Reporting</p> <ul style="list-style-type: none"> • The Child Protection policy is in use, being implemented correctly, and is publicly available. • Staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse if a need arises 	<ul style="list-style-type: none"> • The playground development is underway -an updated schedule of work has been sought • The nursery is complete. Bruce will build the garden shed provided by the Lions Foundation that will sit behind the nursery to store garden tools • The new playground development has been completed. There is just one more wooden platform to be installed next holiday. One major incident happened on the playground with a toddler after school where they fell off a log and their head hit on the metal rim around a tree. We have asked Outer Space to rectify this and in the meantime Bruce has covered the metal with some rubber tubing. <p>Property Maintenance:</p> <ul style="list-style-type: none"> • Bruce has carried out a list of jobs on the work schedule for the January holidays and the building and grounds are in good condition • Bruce painted a few internal walls in learning spaces to tidy them up • Ice protection has been applied to all hard surfaces around the school • The bike shed lock has been causing some problems, Bruce has fixed that and we are relocating the lockbox for this shed to inside one of the learning spaces • Ground grates around buildings and grit in door runners have been cleaned out. More hooks have been added to outside cladding of buildings for school bags. Sprinklers heads have been checked and some replaced due to winter frosts. Maintenance is required on the pump track as some of the asphalt has broken down - Bruce is communicating with Dirt Dynamics about this. • Shade sails are up <p>Finance</p> <ul style="list-style-type: none"> • See finance committee minutes • December - Outcome of grant applications have been received
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<p>Term 3:</p> <p>Student Attendance</p> <ul style="list-style-type: none"> • Student absences are correctly recorded, monitored, and followed up through tracking on Hero and Senior Leadership meetings <p>Reporting to Parents on Student Progress and Achievement</p> <ul style="list-style-type: none"> • Teachers have and will continue to use good quality assessment information to report to each student and their parents/caregivers at least twice this year on student progress and achievement. <p>Searches, Surrender, and Retention of Property</p> <ul style="list-style-type: none"> • Nothing to report <p>Minimising Physical Restraint</p> <ul style="list-style-type: none"> • Nothing to report <p>Stand-down, Suspension, and Exclusion</p> <ul style="list-style-type: none"> • Nothing to report <p>School Records Retention and Disposal</p> <ul style="list-style-type: none"> • We comply with the Public Records Act 2005 in relation to the retention and disposal of school records as detailed in schooldocs <p>Term 4:</p> <p>Planning and Preparing for Emergencies, Disasters, and Crises:</p> <ul style="list-style-type: none"> • Emergency plans are in place that provide emergency and evacuation procedures. • Planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date. • Trial evacuations have been completed this term <p>School Year, Terms, and Holidays:</p>	<p>Health and Safety and Risk Management</p> <p>(Assuring the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy.</p> <ul style="list-style-type: none"> • A review of the safety action plan was carried out for our bike track and a system for repairs and maintenance and stocktake has been discussed • A review and update of 'Current hazards for visitor' - Form has been created and placed in office, signage has been updated in the hall and in the information pack for hirers • Ice management is now in place with ice protection on hard surfaces and signs on playgrounds first thing in the morning • New Safety Action Plans are being trialled out for day trips and for the upcoming Marea trip. • Emergency drills have been carried out every term • A major injury was caused by a child resting their hand in the hinge joint of the bathroom door. Teachers are minimising the amount of children waiting in the foyer for the bathroom before going on a trip. <p>Legislation</p> <p>February</p> <ul style="list-style-type: none"> • Length of school year for 2024: 31st Jan - 18th December • 2 Teacher Only days for the Curriculum Refresh determined by the Ministry are to happen near King's birthday and Labour weekend • A Teacher Only Day has been set for Term 1 2025 - Mon 24 Feb • First day of school 2025 - Monday 3rd Feb <p>August</p> <p>Enrolment Scheme Review</p> <p>Very few questions are being asked. Still waiting for a response from the Ministry re the buses. Early Learning Centres will need to know of the change once the review has been carried out and confirmed</p> <p>November</p> <p>Ratification of the new Enrollment Scheme effective Term 1 2025</p> <p>Ministry of Education Message: Special bulletin: Attendance data update</p>
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- The school has been open for the statutory number of half-days and hours per day this year.

Gifts

- Financial gifts will be properly accounted for as per our policy, and the nature of gifts given is reasonable and proportionate to the reason they are given.

Daily attendance reporting

As part of the Government's attendance action plan, Associate Minister of Education David Seymour announced the release of a new daily attendance dashboard that has been published on Education Counts.

[Daily school attendance data now available – Beehive.govt.nz](https://www.beehive.govt.nz/daily-school-attendance)

[Daily attendance – Education Counts](https://www.educationcounts.govt.nz/daily-attendance)

The interactive dashboard will be updated every Monday and will show a national average of how many students are at school on any given day. Visitors can filter by region or day to understand shifts in attendance over time.

The purpose of the dashboard is to raise public awareness. It is not designed to provide information about students who are frequently missing school, which remains the purpose of the termly attendance reports.

No further work is required by schools. The automated weekly submission' option in your SMS ensures our weekly data is submitted on time.

You should remain focused on identifying students who have persistent and regular unjustified absences and providing support to these students, with a focus on lifting regular attendance levels. The Government has set a target of 80% regular attendance each term by 2030. To achieve this, we are advising schools that they need to aspire to reach an average daily attendance rate above 94%.

Refreshed Every Day Matters attendance report

Following engagement with a sample of schools in Term 1, the Every Day Matters report has been refreshed to better meet your needs and will be issued this month. The refreshed report highlights attendance patterns in your school and provides actionable insights to improve student attendance.

Further information and support can be found here:

[Student attendance: Guide for schools and kura – Ministry of Education](https://www.educationcounts.govt.nz/student-attendance-guide)

End of Year Data Analysis 2024 – Reading

Strategic Aim:

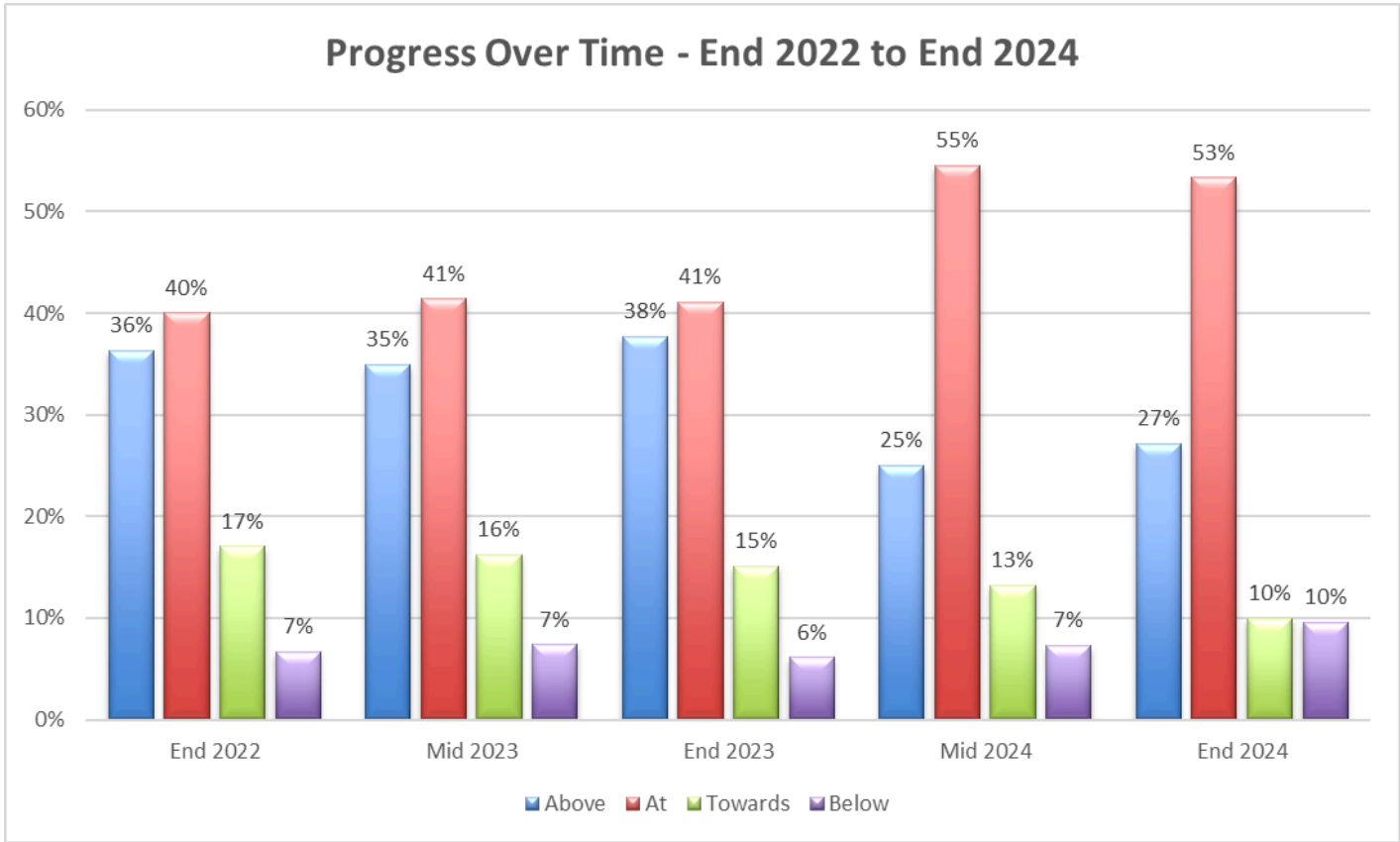
Goal 1: *Ako - manaakitanga: we nurture learning for all*
Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success

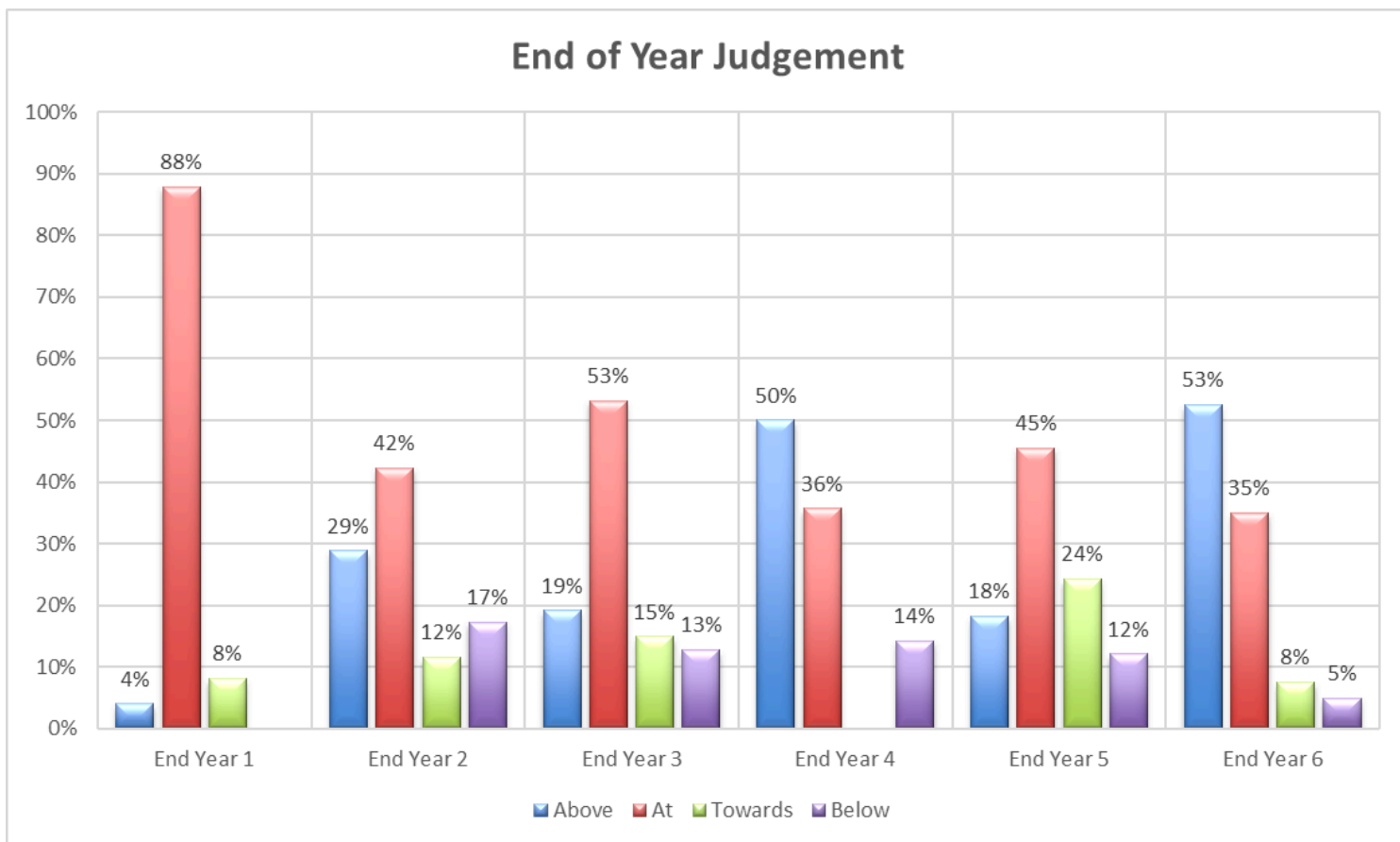
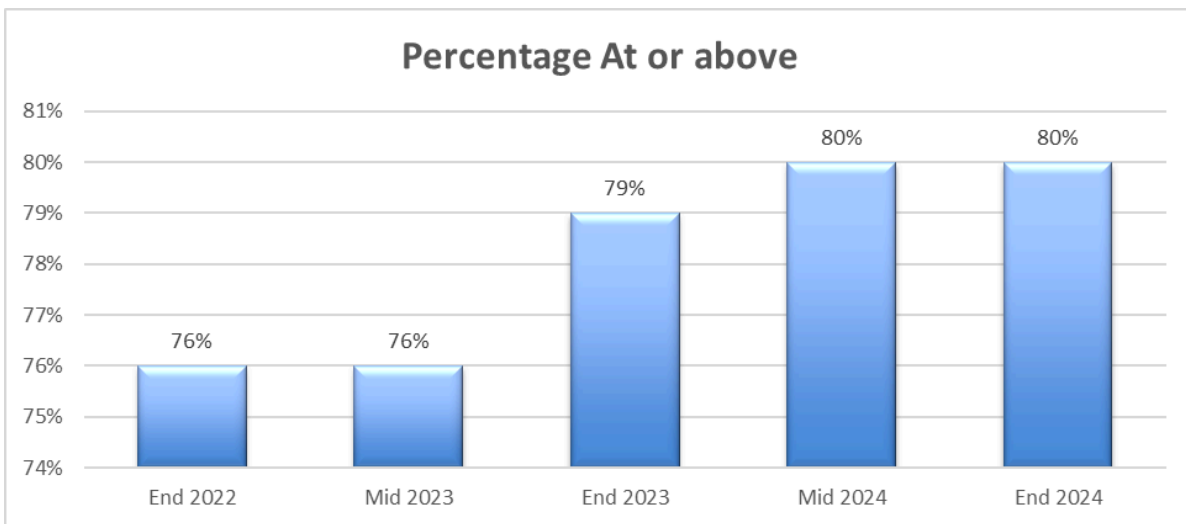
Goal 2: *Whanaungatanga - Hauora: Partnerships strengthen wellbeing*
A sense of belonging will be strengthened through relationship and wellbeing practices

Annual objective/goal:

National Education and Learning Priorities
Objective 1:2 Learners at the centre - High aspirations for every learner and support these by partnering with their whānau to design and deliver education that responds to their needs
Objective 2:4 Barrier Free Access - Ensure every learner gains sound foundational skills including language, literacy and numeracy
Objective 3: 6 Develop staff to strengthen teaching, leadership and learner support capability

Target: Identify learners who are not making sufficient progress in reading, and adjust learning opportunities, teaching approaches and supports and seek additional support from specialists





Analysis of End of Year Data Against Planned Actions

Baseline data	<div>Cohorts of significant interest from end of 2023:</div> <table><tr><td></td><td>End Year 1</td><td>End Year 2</td><td>End Year 3</td><td>End Year 4</td><td>End Year 5</td></tr><tr><td>Above</td><td>7</td><td>14</td><td>27</td><td>12</td><td>20</td></tr><tr><td>At</td><td>43</td><td>14</td><td>17</td><td>5</td><td>8</td></tr><tr><td>Towards</td><td></td><td>15</td><td>5</td><td>7</td><td>5</td></tr><tr><td>Below</td><td></td><td></td><td>4</td><td>6</td><td>3</td></tr><tr><td>Totals</td><td>50</td><td>43</td><td>53</td><td>30</td><td>36</td></tr></table>		End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	Above	7	14	27	12	20	At	43	14	17	5	8	Towards		15	5	7	5	Below			4	6	3	Totals	50	43	53	30	36
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What do we expect by the end of the year	<i>-80% of our children are achieving at or above the expected level for their age</i>																																				

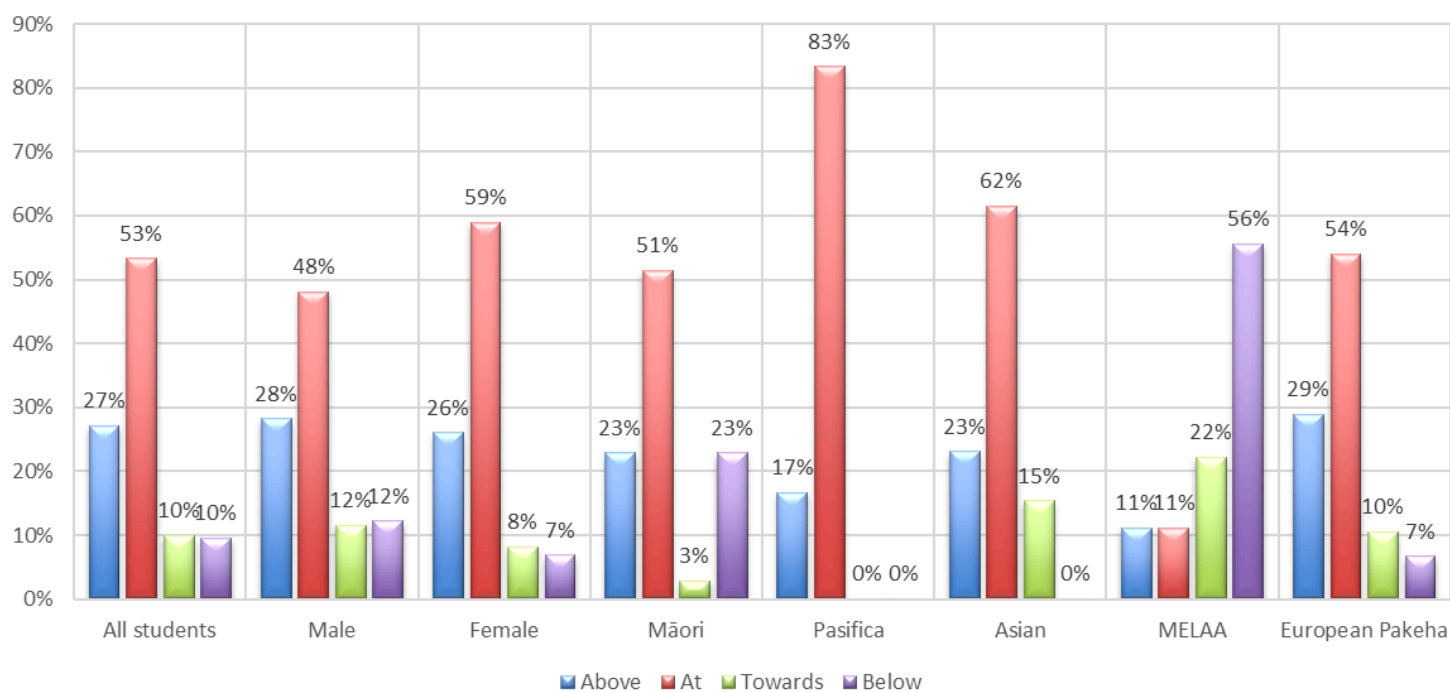
		-Assessment data analysed within and across teams, identify learner progress and achievement -Overall Teacher Judgements consistent and progressive within the curriculum refresh and alongside the PACT tool -UDL practices in place for students developmental needs across the curriculum										
Actions: What did we do?		Outcomes: What happened?					Evaluation: Where to next?					
	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Above		3	13	15	9	9	22	28	6	6	22	21
At	72	65	25	22	18	25	21	20	16	15	5	14
Towards		6	14	6	6	7	3		6	8	9	3
Below				9	11	6	6	8	3	4	1	2
Totals	72	74	52	52	44	47	52	56	31	33	37	40
Data Embed a robust system for individual teachers to track learning progress in a timely and ongoing manner.		The data has shown an increased number of students working below the expected level in Year 2 and 4. The year 1 cohort now has students working towards, however they are still very much at the beginning stages of reading and therefore the data isn't as crucial at this point in time. The data also shows a decrease of those students working below in Year 3.					The Year 2 and Year 4 cohorts will be of significant interest in 2025. The planned actions below will be used to support the learning needs that have already been identified and to monitor rates of progress. The Ministry of Education has provided funding support for Tier 2 learners.					
<ul style="list-style-type: none"> At the beginning of 2024, we will develop systems and processes in Hero to record and track data for our at risk learners 		All 2024 IEPs were created and reviewed using this system. All students with IEPs were grouped together in Hero and this has resulted in easier tracking and monitoring of their goals. BSLA goal sets were created to record assessments and progress of learning. Refinement of reading goals and progress dials was developed for readers who were still on decodables in Year 4 to 6 and are now used to report to parents. Leadership team reviewed how the data for at risk learners was loaded onto Hero and saw that it wasn't aligned to the expected milestones following mid-year reporting to the board. This has now been rectified.					Continue to review Hero to ensure it is meeting our data and tracking requirements.					
<ul style="list-style-type: none"> Continue to build teacher capability through the reviews of faces on data, as 		Staff sessions involved unpacking the Reading Progressions and Learning Framework to better					The refreshed curriculum will provide year level time-sensitive essential concepts that will need to					

<p>well as to continue to refine the process to further support teachers forming OTJs</p> <ul style="list-style-type: none"> Develop an action plan that is shared with our whānau which involves developing a learner profile/avatar for what a reader looks like at different year levels across the school 	<p>understand the expected level of achievement for readers further up the school in order to make informed OTJ's. The leadership team noted the transition from 'learning to read' to 'reading to learn' required further teacher support in understanding the complexities of reading behaviours.</p> <p>This was not started due to the revised curriculum refresh. Parents have attended BSLA workshops run at school.</p>	<p>be unpacked with staff to further consolidate the complexity of assessing reading and tracking at-risk learners.</p> <p>This will be included in the 2025 annual plan.</p>
<p>Learning opportunities <i>Learning plans are implemented and reviewed by teachers regularly to ensure learners are making progress</i></p> <ul style="list-style-type: none"> Teachers will identify learners who require a BSLA Tier 2 intervention. This will allow for SLT, Team Leaders, Key Teachers and Specialist Teachers to access the data. It also means we can track the support provided over time Continue to build staff understanding of the expected reading behaviours children need to develop when making sense of text at different curriculum levels, including: using a processing system; using knowledge of text structure and features; vocabulary knowledge; and reading critically. This will enable teachers to plan next steps 	<p>Teachers used the newly developed Hero goal set to identify Tier 2 learners. This enabled the leadership team and SENCO to make considered decisions about where support was needed in the learning spaces. This was closely monitored by team leaders to ensure learners received an appropriate Tier 2 programme.</p> <p>Staff reviewed our localised curriculum to identify what was working well and what aspects of the curriculum needed strengthening to ensure students were provided with many learning opportunities. Staff set team goals on what areas of the reading programme needed to be strengthened to ensure students were receiving their next immediate steps.</p>	<p>Tier 2 learners to be put on accelerated plans. Designated times in the day to be set aside for the Tier 2 team to ensure learning opportunities are maximised and staffing support is allocated appropriately.</p> <p>An ongoing focus for 2025.</p>
<p>Teaching approaches <i>Use a systematic school-wide approach to review teaching practices and its impact on student learning</i></p> <ul style="list-style-type: none"> Continue to consolidate 	<p>The whole school writing unit</p>	<p>To continue with this school-wide</p>

<p>teacher understanding and implementation of a balanced reading programme that includes reading to, reading with and reading by children, and where guided reading lessons, independent reading and reading across the curriculum are all features of balanced reading programmes</p> <ul style="list-style-type: none"> Continue to look at our neurodiverse learners and consider the cognitive load they are experiencing and how UDL and our teaching approaches can best meet their needs 	<p>enabled leaders to model how reading can be used across the curriculum. It brought together the many ways teachers teach reading skills - the unpacking of vocabulary and new topic knowledge gained by shared reading, independent reading and using comprehension skills such as predicting.</p> <p>For those who were not making expected progress on BSLA, teachers used other resources to consolidate time-sensitive essential concepts.</p>	<p>approach to analysing teacher practice on learner progress.</p> <p>To develop accelerated plans that will enable a targeted focus on next steps for the teacher and for any additional learning support. It will also allow teachers to be thinking about the whole child and their developmental needs and ensure the teaching of BSLA is not compromised.</p>
<p><i>Additional support</i></p> <p><i>Continue to provide additional staffing and expertise (internally and externally) as required</i></p> <ul style="list-style-type: none"> Additional staffing if available and expertise (internally and externally) will continue to be utilised in 2024 to ensure progress of target students Our 2024 budget will allow for specific and targeted resources to be purchased and for ongoing professional development opportunities to be utilised 	<p>Our specialist teacher has taken over the role of completing regular reading assessments on those most at risk learners in Years 4 - 6 - meaning we have consistency when looking at data.</p> <p>Teacher resources were purchased to further embed school wide practices and teachers attended professional development opportunities (including the Literacy Symposium and BSLA webinars).</p>	<p>Continue with this in 2025 for our Tier 3 learners and have teachers use accelerated plans for those children who have been identified as Tier 2. Allocate existing staffing from the Ministry of Education fund for Tier 2 learners in Year 0 to 3.</p> <p>The 2025 professional development plan will use the reviews above to develop specific actions that will be reflected in the budget.</p>

Analysis of End of Year Data within Cohorts:

Cohort End of Year Judgement



Data Analysis

The male cohort has 76% of students achieving at or above the expected level for their age. The 12% (19 out of 156) of students achieving below the expected level for their age either have Tier 2 and Tier 3 targeted interventions to support their learning, or are new to our school, or have attendance concerns. Some of the Year 2 learners were not identified at mid year so will be included in the at risk cohort for 2025.

The female cohort has 85% of students achieving at or above the expected level for their age. The 7% (10 out of 148) of students achieving below the expected level have Tier 2 and Tier 3 targeted interventions to support their reading progress. Some of the Year 2 learners were not identified at mid year so will be included in the at risk cohort for 2025.

The māori cohort has 74% of students achieving at or above the expected level for their age. There are 23% (8 out of 35) students working towards the expected level for their age. Tier 2 and Tier 3 targeted interventions and specialist teaching support are in place to support these students. Attendance is a noted concern for 2 students.

The MELAA cohort has 5 out of 9 students working below expectation. Support is already in place with targeted teacher aide time.

Barriers to student progress include:

- Attendance
- Reading mileage to practice decoding
- Having the confidence to sound across words to blend and then read fluently
- High cognitive load, working memory and possible learning challenges / differences
- Using a range of comprehension skills and strategies
- Social and emotional challenges
- ESOL
- Dyslexia - diagnosed

Students that have made sound progress are showing they can:

- Use their letter sound knowledge when blending across words
- Quickly and accurately read high frequency words

- Use a range of comprehension skills and strategies
- Hold information in their working memory and think about their text as they read

End of Year Data Analysis 2024 – Writing

Strategic Aim:

Goal 1: Ako - manaakitanga: we nurture learning for all
Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success

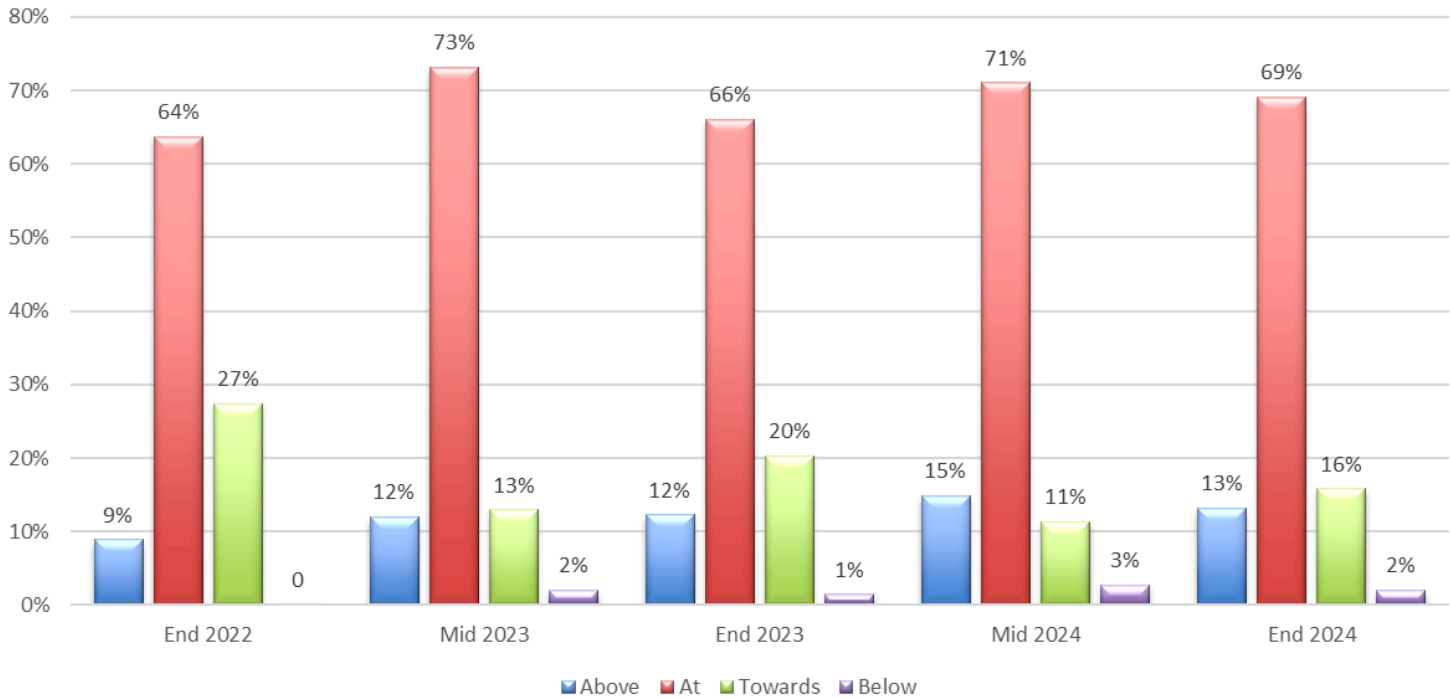
Goal 2: Whanaungatanga - Hauora: Partnerships strengthen wellbeing
A sense of belonging will be strengthened through relationship and wellbeing practices

Annual objective/goal:

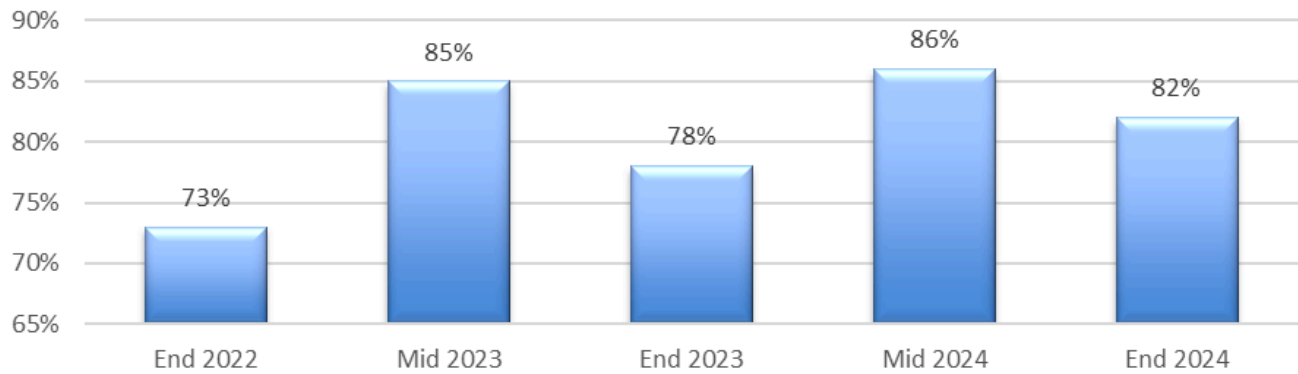
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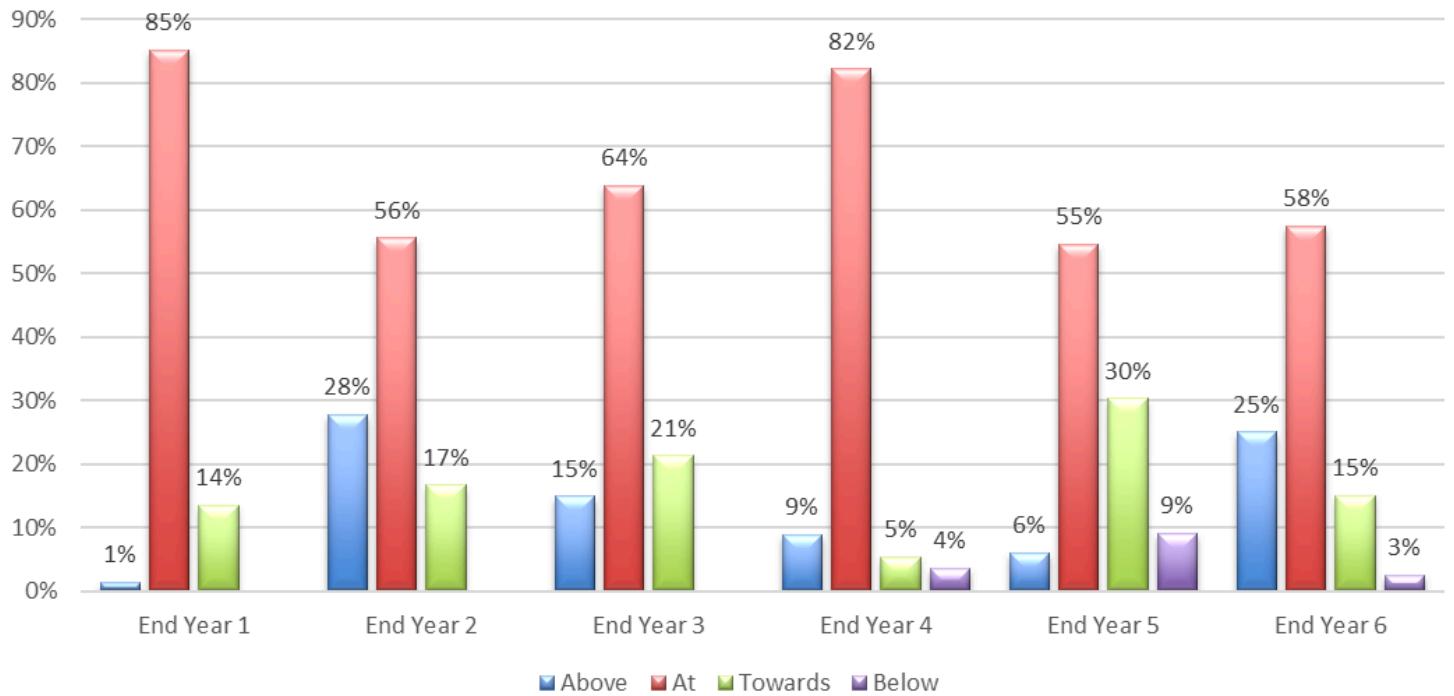
Progress Over Time - End of 2022 to End of 2024



Percentage At or above



End of Year Judgement



Analysis of End of Year Data Against Planned Actions

Baseline data	Cohorts of significant interest from end of 2023: <table><tr><td></td><td>Mid Year 2</td><td>End Year 2</td><td>Mid Year 4</td><td>End Year 4</td><td>Mid Year 5</td><td>End Year 5</td><td>Mid Year 6</td><td>End Year 6</td></tr><tr><td>Above</td><td>7</td><td>6</td><td></td><td>1</td><td>3</td><td>3</td><td>1</td><td>1</td></tr><tr><td>At</td><td>23</td><td>28</td><td>27</td><td>23</td><td>22</td><td>22</td><td>18</td><td>22</td></tr><tr><td>Towards</td><td>12</td><td>11</td><td>4</td><td>9</td><td>6</td><td>10</td><td>9</td><td>7</td></tr><tr><td>Below</td><td></td><td></td><td>1</td><td>1</td><td>3</td><td>1</td><td></td><td></td></tr><tr><td>Totals</td><td>42</td><td>45</td><td>32</td><td>34</td><td>34</td><td>36</td><td>28</td><td>30</td></tr></table>													Mid Year 2	End Year 2	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Above	7	6		1	3	3	1	1	At	23	28	27	23	22	22	18	22	Towards	12	11	4	9	6	10	9	7	Below			1	1	3	1			Totals	42	45	32	34	34	36	28	30																									
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What do we expect by the end of the year	<i>-80% of our children are achieving at or above the expected level for their age</i> <i>-Accelerated plans identify shifts in learner progress</i> <i>-Assessment data analysed within and across teams, identify learner progress and achievement</i> <i>-Overall Teacher Judgements consistent and progressive within the curriculum refresh and alongside the PACT tool</i> <i>-UDL practices in place for students developmental needs across the curriculum</i>																																																																																										
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Data <i>Embed a robust system for individual teachers to track learning progress in a timely and ongoing</i>	The data has shown an increased number of students working towards the expected level in Year 3 and 5. The year 1 cohort also has					To continue to monitor the potential at risk cohorts and use the planned actions below to support learning needs that have already been																																																																																					

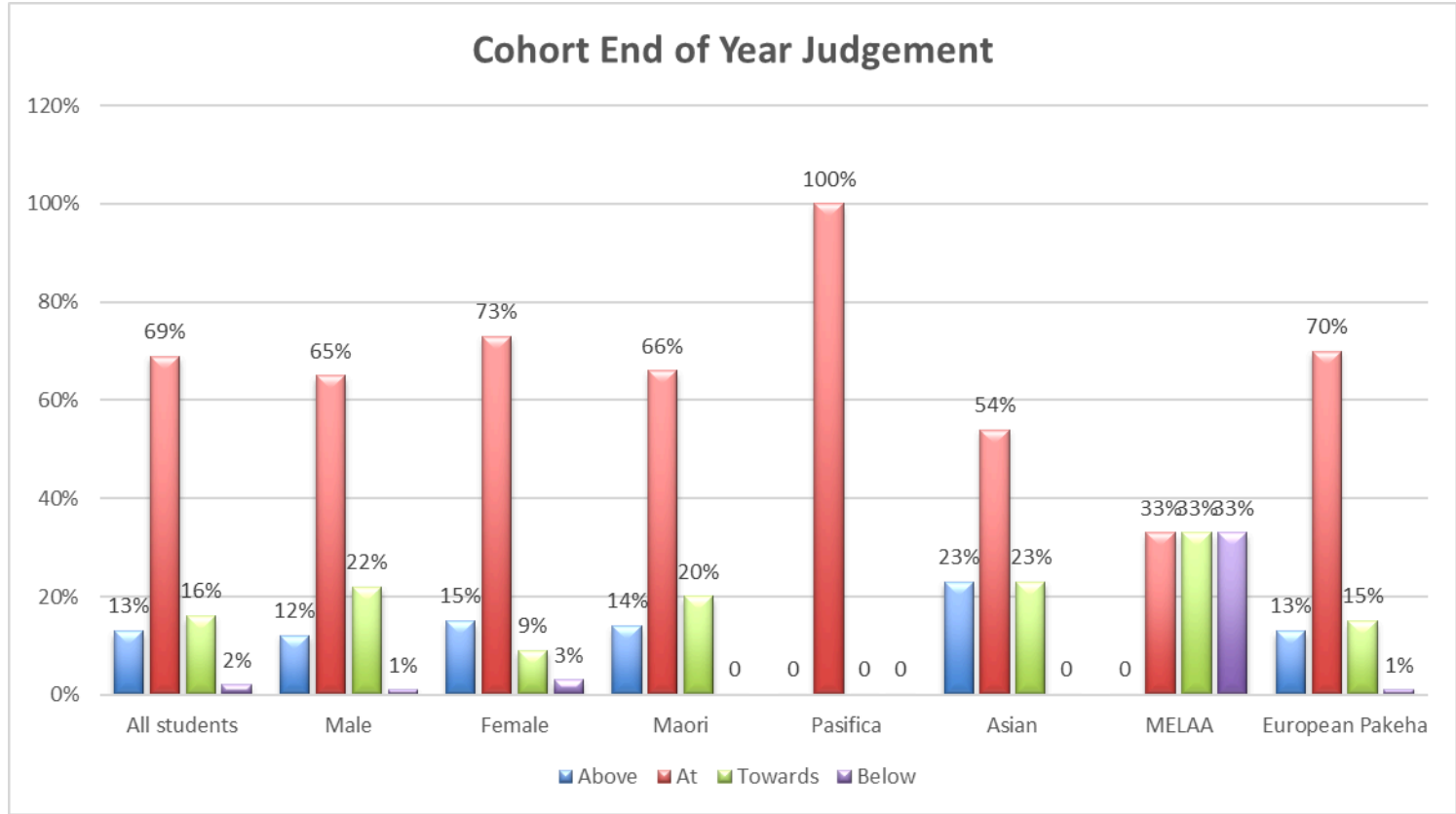
<p><i>manner.</i></p> <ul style="list-style-type: none"> At the beginning of 2024, we will use the newly developed functions within Hero to identify and group our At Risk learners based on our end of year data For those at risk learners, samples of writing will be gathered more frequently and analysed with the leadership team Continue to build teacher capability through the moderation tasks, as well as to continue to refine the process to further support teachers forming OTJs 	<p>students working towards, however they are still very much at the beginning stages of writing and therefore the data isn't as crucial at this point in time. The data also shows a decrease of those students working towards Year 6. It is also important to note that students achieving toward the expected level are only a sub stage below, not a curriculum level below. This shows how detailed the data gets in analysing student progress and achievement.</p> <p>This function has not been set up. Teachers have used the Faces on Data folders to group their at risk learners and develop accelerated plans from the beginning of the year and are located in the Google Drive for all teachers. Tracking has happened on Hero for children with IEPs.</p> <p>The monitoring sheets have been a very successful process in tracking progress and identifying the most immediate next steps. Teachers noted it was effective to see progress every 4 weeks and to keep it at the forefront of their planning and teaching decisions. This information will be valuable for the next year's teachers so that learning can be targeted right away. The data gives clear direction for additional teacher support utilising the learning assistants. The data has helped students see their own progress and achievements.</p> <p>Teachers have identified that the moderation tasks enabled in depth conversations, professional growth and further consolidation of schoolwide coherence and expectations. The process was effective in being able to familiarise teachers with the learning progressions framework. Teams have also gone on to use this format within their team meetings and found moderating writing books</p>	<p>identified and to monitor rates of progress.</p> <p>With the curriculum refresh being implemented in 2025, the opportunity of tracking our at risk learners may be enabled on our student management system, Hero.</p> <p>Continue with this format for analysing at risk writers.</p> <p>Continue with this strength based approach.</p>
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<ul style="list-style-type: none"> Develop an action plan that is shared with our whānau which involves developing a learner profile/avatar for what a writer looks like at different year levels across the school 	<p>also built capability and refinement of OTJ's.</p> <p>This was started but then put on hold due to the revised curriculum refresh.</p>	<p>This will be included in the 2025 annual plan.</p>
<p>Learning opportunities <i>Accelerated plans are implemented and reviewed by teachers regularly to ensure learners are making progress</i></p> <ul style="list-style-type: none"> Learners will have their accelerated plans added to their page on Hero. This will allow for SLT, Team Leaders, Key Teachers and Specialist Teachers to access the plan. It also means we can track the support provided over time. Continue to build staff understanding of the expected writing behaviours at different curriculum levels including: writing meaningful text using appropriate structures, language features, and vocabulary; encoding using letter/sound knowledge to write; writing to influence, to communicate knowledge and to create for literacy purposes. This will enable teachers to plan next steps 	<p>It was more efficient to keep the accelerated plans on the google drive. This still enabled all teachers and leaders to access the data for individuals. We timetabled more regular reviews of analysing and updating the accelerated plans which indicated progress made and whether children were moved on or off the plans.</p> <p>Staff engaged in many professional development sessions unpacking writing behaviours. This helped support accelerated learning plans and the setting up of the learning environment. The sharing of expertise across the teaching team was successful as teachers could observe different approaches in action to meet the varying behaviour needs of a learner writer. Staff connection sessions enabled teachers to share perspectives and successes of the impact of a balanced programme on outcomes.</p>	<p>Continue with this format of timetabling in regular reviews which will ensure the support that is provided is meeting the needs of the learners.</p> <p>The whole school writing unit was an effective practice to embed in our professional development work plan. Teachers noted they would like to do more of this to help further consolidate the wide range of teaching and learning behaviours to meet the varying needs of learners.</p>
<p>Teaching approaches <i>Utilising the accelerated plans in a systematic school-wide approach to review teaching practices and its impact on student learning</i></p> <ul style="list-style-type: none"> Continue to consolidate teacher understanding and the implementation of a balanced writing programme including guided writing lessons, writing circles, 	<p>Staff engaged in many professional development sessions unpacking a balanced writing programme, including Whole school writing task, and Literacy Symposium. This helped support accelerated learning</p>	<p>Continue to timetable regular reviews of teacher change of practice. Have the leadership team involved, use walkthroughs and modelling to further support teachers consolidating effective</p>

<p>splinter groups, quick writes, independent writing and writing across the curriculum</p> <ul style="list-style-type: none"> Continue to look at our neurodiverse learners and consider the cognitive load they are experiencing and how UDL and our teaching approaches can best meet their needs 	<p>plans and the setting up of the learning environment. Teachers also noted that this enabled a clear and consistent balanced approach throughout the learning spaces. The sharing of expertise across the teaching team was successful as teachers could observe different approaches in action. Teachers noted there was more variation and fluidity in providing a balanced writing programme. Teachers used learning / helping circles, splinter grouping and targeted interventions in more dynamic and responsive ways. A more deliberate focus on ensuring writing happens everyday through shared writing, whole class writing, and small group writing meant that a deliberate arrangement for learning was set up to provide immediate assistance to at-risk writers.</p> <p>Adapting the writing programme to allow for self chosen writing topics for some learners meant that students were more motivated to write. The focus on fine motor skills and brain breaks also supported learners to be more engaged and responsive. Writing tasks that provided word banks and the understanding of key vocabulary supported students to write more in depth pieces. Utilising shared reading and oral language opportunities to develop a deeper understanding of the topic they were writing about was successful.</p>	<p>approaches.</p> <p>Research digital tools that are inline with our school-wide teaching approaches that support student learning.</p> <p>Provide more professional development for teachers of neuro diverse learners such as utilising an occupational therapist.</p>
<p><i>Additional support</i></p> <p><i>Continue to provide additional staffing and expertise (internally and externally) as required</i></p> <ul style="list-style-type: none"> A professional development plan for 2024 will be developed. This plan will include the continuation of looking at samples of student writing in depth, creating a strengths and needs document for their whole class and identifying individual goals for each 	<p>This plan was successfully implemented and will be the basis for the 2025 professional development plan.</p>	<p>The 2025 professional development plan will use the reviews above to develop specific actions.</p>

<p>student, checking that draft writing books are consistent with the type of writing children are doing, feedback teachers are giving and the follow up children are doing</p> <ul style="list-style-type: none">Additional staffing if available and expertise (internally and externally) will continue to be utilised next year to ensure progress of target studentsOur 2024 budget will allow for specific and targeted resources to be purchased and for ongoing professional development opportunities to be utilised	<p>RT Lit were utilised and teachers found the observations to be affirming. Internal expertise was used to model lessons and support school-wide planning and assessment.</p> <p>Teacher resources were purchased to further embed school wide practices and teachers attended professional development opportunities and shared new learning with the whole staff.</p>	<p>Ongoing.</p> <p>The 2025 professional development plan will use the reviews above to develop specific actions that will be reflected in the budget.</p>
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Analysis of End of Year Data within Cohorts:



The male cohort has 76% of students achieving at or above the expected level for their age. The 2% (2 out of 156) of students achieving below the expected level for their age have targeted interventions to support their writing progress.

The female cohort has 88% of students achieving at or above the expected level for their age. The 3% (4 out of 148) of students achieving below the expected level are also ESOL and have targeted interventions to support their writing progress.

The māori cohort has 80% of students achieving at or above the expected level for their age. There are 20% (7 out of 35) of students working towards the expected level for their age. Accelerated plans, Tier 2 spelling interventions, and specialist teaching support are in place to support these students. Attendance is a noted concern for 2 students.

The MELAA cohort has 9 students in total.

All students achieving below or towards the expected level of achievement, have been part of accelerated learning plans and / or have received specialist learning support. There have been no surprises in the data. We were aware of the increased number of students working towards and have been tracking them since mid year.

Barriers to student progress include:

- Attendance
- Working memory - holding on to an idea
- Learning differences - these are becoming more evident as students progress through the school and reach certain developmental stages.
- Fine motor skills impacting on the physical ability of the writing
- Surface features not used consistently
- Dyslexia and Dysgraphia - diagnosed

Students that have made sound progress are showing they can:

- Transfer their BSLA sound knowledge when attempting to write words
- Consistently use taught spelling patterns correctly
- Use the specific goal in their writing books, they know what their goal is
- Structure their writing for different purposes
- Stay focused in helping circles to improve their work
- Be more attentive to punctuation
- Add detail and vary sentences
- Use tools and strategies to overcome learning differences - eg. glasses, overlay, reading in the morning, devices

End of Year Data Analysis 2024 – Mathematics

Strategic Aim:

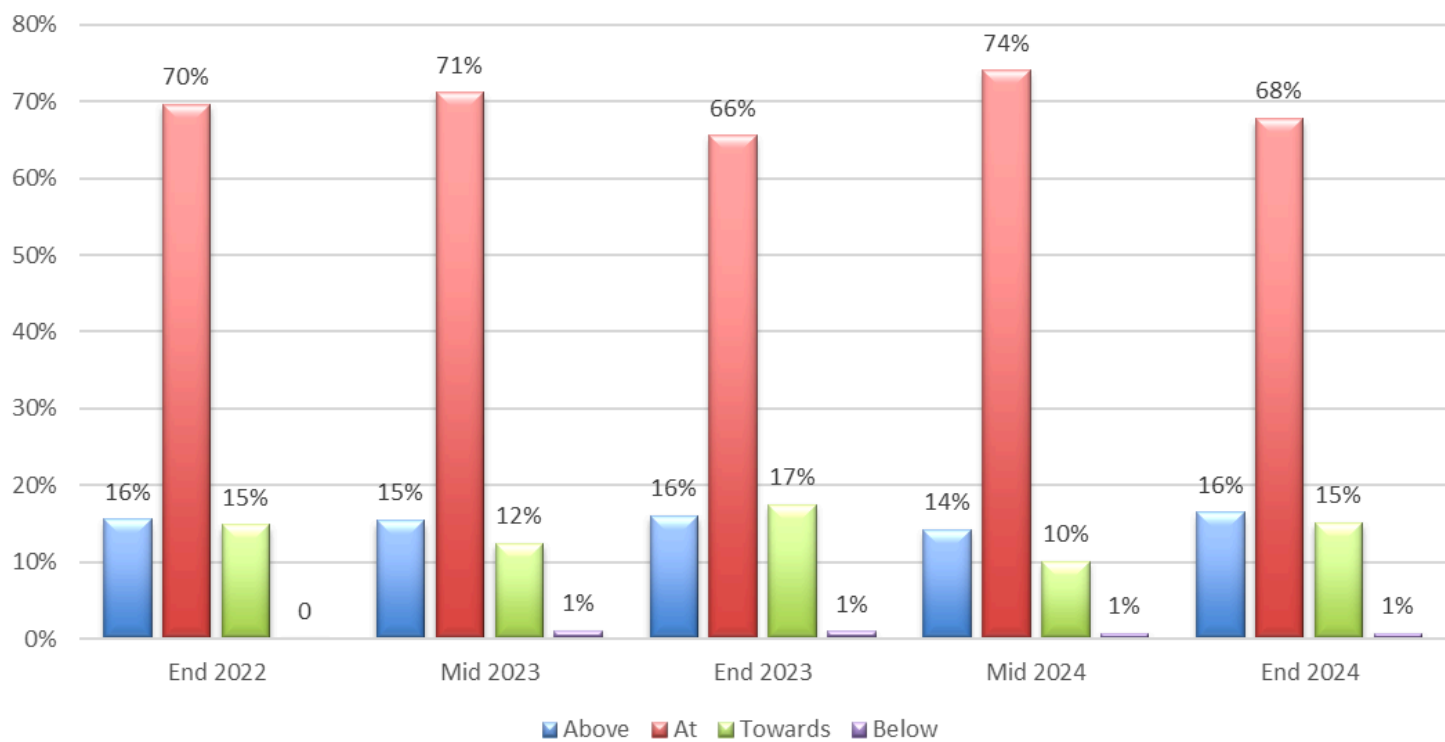
- Goal 1: Ako - manaakitanga: we nurture learning for all
Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success
- Goal 2: Whanaungatanga - Hauora: Partnerships strengthen wellbeing
A sense of belonging will be strengthened through relationship and wellbeing practices

Annual objective/goal:

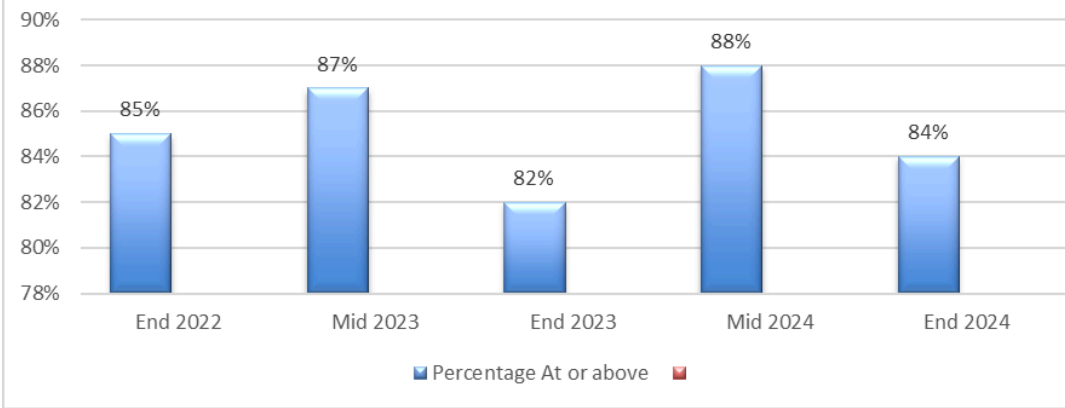
- National Education and Learning Priorities
- Objective 1:2** Learners at the centre - High aspirations for every learner and support these by partnering with their whānau to design and deliver education that responds to their needs
- Objective 2:4** Barrier Free Access - Ensure every learner gains sound foundational skills including language, literacy and numeracy
- Objective 3: 6** Develop staff to strengthen teaching, leadership and learner support capability

Target: Identify learners who are not making sufficient progress in maths, and adjust learning opportunities, teaching approaches and supports and seek additional support from specialists

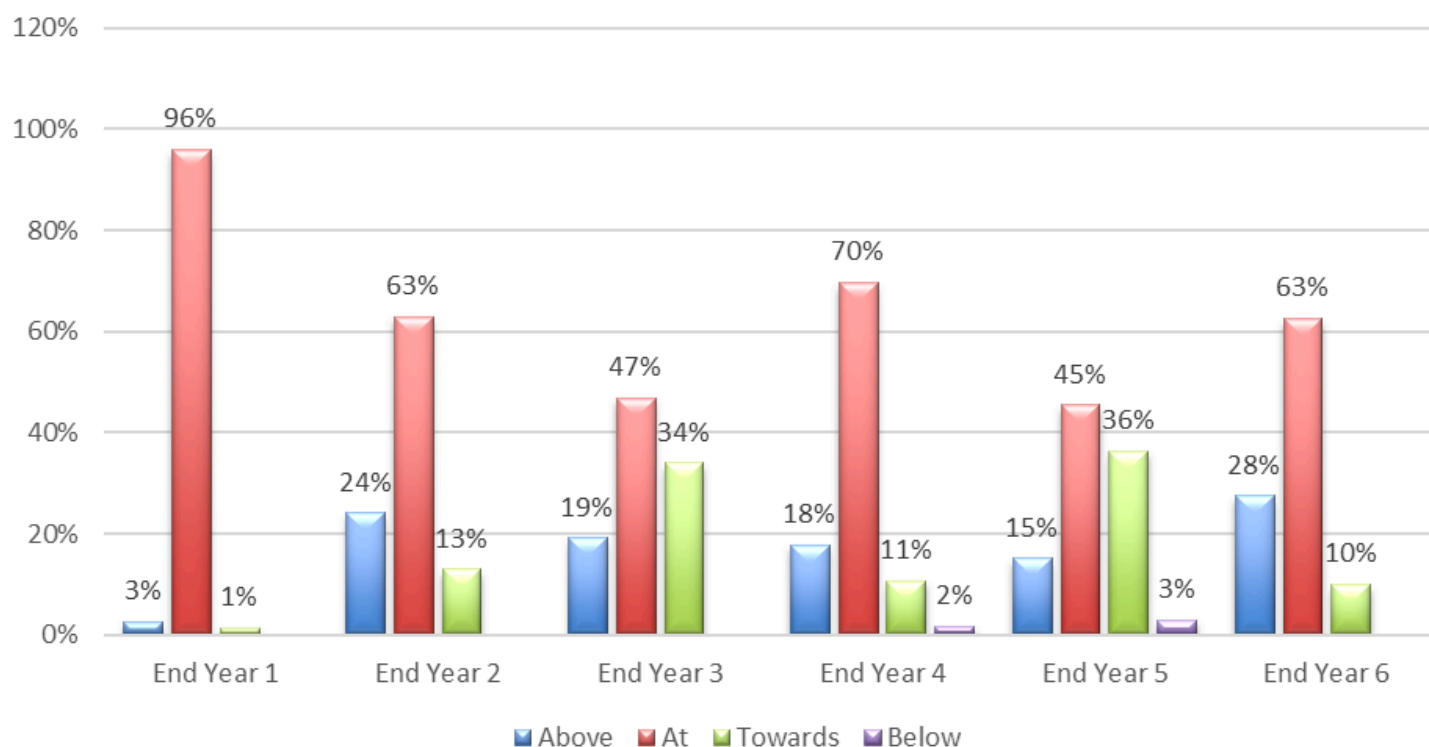
Progress Over Time - End 2022 to End 2024



Percentage At or Above



End of Year Judgement



Analysis of End of Year Data Against Planned Actions

Baseline data	Cohorts of significant interest from end of 2023: <div><table><tr><th>Judgement</th><th>Mid Year 4</th><th>End Year 4</th><th>Mid Year 5</th><th>End Year 5</th></tr><tr><td>Well above</td><td colspan="4"></td></tr><tr><td>Above</td><td colspan="2">4 (12.12%)</td><td colspan="2">10 (27.78%)</td></tr><tr><td>At</td><td colspan="2">16 (48.48%)</td><td colspan="2">18 (50.00%)</td></tr><tr><td>Towards</td><td colspan="2">12 (36.36%)</td><td colspan="2">7 (19.44%)</td></tr><tr><td>Below</td><td colspan="2">1 (3.03%)</td><td colspan="2">1 (2.78%)</td></tr><tr><td></td><td colspan="2">33</td><td colspan="2">36</td></tr></table></div>												Judgement	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Well above					Above	4 (12.12%)		10 (27.78%)		At	16 (48.48%)		18 (50.00%)		Towards	12 (36.36%)		7 (19.44%)		Below	1 (3.03%)		1 (2.78%)			33		36																																												
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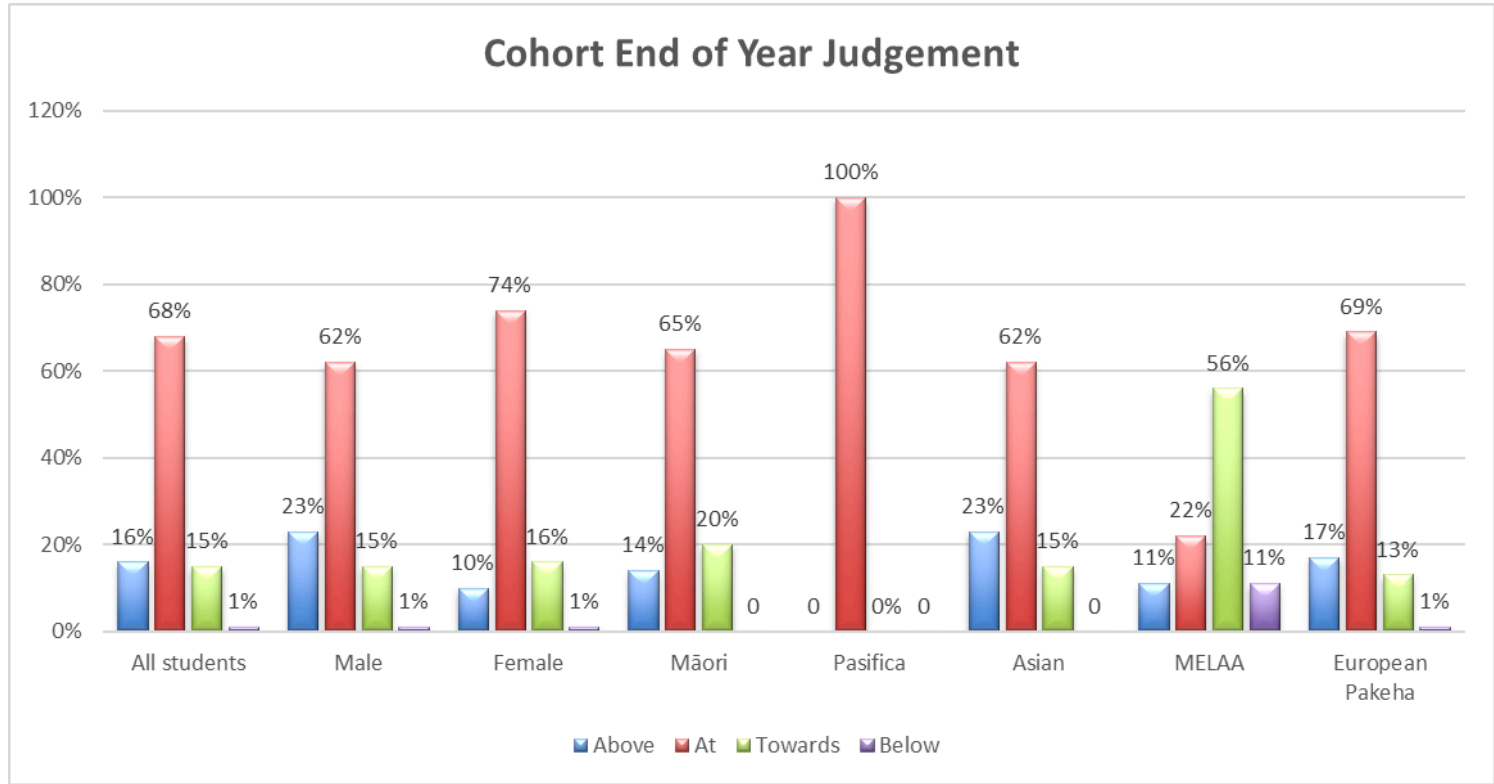
<p>Data <i>Embed a robust system for individual teachers to track learning progress in a timely and ongoing manner.</i></p> <ul style="list-style-type: none"> At the beginning of 2024, use the newly developed functions within Hero to identify and group our At Risk learners based on our end of year data Track a cohort of learners who have been at school over a length of time to see the impact teacher professional development is having on learner progress Continue to build teacher capacity through the moderation tasks, as well as to continue to refine the process to further support teachers forming OTJs While there has been a 	<p>The data has shown an increased number of students working towards the expected level in Year 3 and 5. Other cohorts also have students working towards, however their numbers are not as significant. The data also shows a very small decrease of those students working below in Year 5 and 6. Overall, there are only 2 students working below right across the school.</p> <p>It is also important to note that students achieving toward the expected level are only a sub stage below, not a curriculum level below. This shows how detailed the data gets in analysing student progress and achievement.</p> <p>This function has not been set up. Teachers used the Faces on Data folders to group their at risk learners and developed accelerated plans from the beginning of the year, located in the Google Drive for all teachers. Tracking has happened on Hero for children with IEP's that include a math goal.</p> <p>This has been an effective process to assure learner progress is evident. This has been due to the rigour and validity of collecting the data by one teacher and tracking their maths behaviours and a shift in their misconceptions.</p> <p>The moderation tasks that had previously been administered were put on hold this year due to the Curriculum Refresh. Instead teaching teams used a diagnostic tool to build teacher capacity in making sound OTJ's that were consistent across classes. The maths lead team enabled this and led the planning and administration of the 'revisit and retain' snapshots. Teams then were able to use this data to identify gaps and develop flexible groupings to meet learner needs.</p> <p>This group has been tracked as</p>	<p>The Year 5 cohort has always been of significant interest and will continue to be. The Year 3 cohort will be one we will monitor in 2025 for any potential risks in rate of progress.</p> <p>With the curriculum refresh being implemented in 2025, the opportunity of tracking our at risk learners may be enabled on our student management system, Hero.</p> <p>This is a sound practice that will continue next year. Further work around aligning the new assessment requirements from the curriculum refresh with the tracking of this cohort will need to be considered carefully.</p> <p>The work carried out this year in developing snapshots and OTJ's has placed us well for implementing assessment at a time sensitive place for learners and to consider carefully the type of summative data to gather schoolwide. The school will be working with Learner First to develop an assessment tool to support this process.</p> <p>Refine OTJ revisit and retain process to allow for more regular reflection on how children are progressing and what their immediate next step is.</p> <p>Learning support will continue to be</p>
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<p>decrease in the percentage of students working towards expectation in the Year 4 cohort, this will still be a cohort to monitor in 2024 as they move into the Level 3 curriculum</p>	<p>part of the cohort tracking described above. Several learners in this group have been identified as priority learners (ESOL, dyslexia, ADHD) requiring further support in all aspects of their learning.</p>	<p>provided for this cohort in 2025.</p>
<p><i>Learning opportunities</i> <i>Accelerated plans are implemented and reviewed by teachers regularly to ensure learners are making progress</i></p> <ul style="list-style-type: none"> As above, our At Risk Learners will have their accelerated plans added to their page on Hero. This will allow for SLT, Team Leaders, Key Teachers and Specialist Teachers to access the plan. It also means we can track the support provided over time Continue to build staff understanding of anticipated misconceptions of mathematical concepts at different year levels, so that staff can plan and support our at risk learners accordingly A Maths Professional Development Work Plan will be developed and include feedback from the staff survey where identified areas that teachers would like further support in supporting learners 	<p>It was more efficient to keep the accelerated plans on the google drive. This still enabled all teachers and leaders to access the data for individuals. We timetabled more regular reviews of analysing and updating the accelerated plans which indicated progress made and whether children were moved on or off the plans.</p> <p>Teachers have the misconceptions at the forefront of their practice and are becoming more confident with making decisions about what the learner needs next to ensure they are progressing. There is more focus on the time sensitive 'must haves' for the curriculum stages children are working within.</p> <p>The professional development became very targeted this year. Collecting teacher voice enabled the lead teachers to model and coach strategies for teachers that met the differing needs of learners within their classes.</p>	<p>Continue with this format of timetabling in regular reviews which will ensure the support that is provided is meeting the needs of the learners.</p> <p>Continue to focus on the 'so what' part of the assessment process so that when misconceptions have been identified, there is support for teachers to assess what would be the most effective teaching strategy to address that misconception.</p> <p>The gathering of teacher voice around strategies to meet learner needs will continue next year. The coaching and modelling of providing a balanced maths programme for all learners will be necessary for new staff.</p>
<p><i>Teaching approaches</i> <i>Utilising the accelerated plans in a systematic school-wide approach to review teaching practices and its impact on student learning</i></p> <ul style="list-style-type: none"> Continue to consolidate teacher understanding and implementation of anticipated planning - with enablers and extenders 	<p>There is evidence of a very strong teaching and learning programme right across the school. All teams planned consistently using enablers and extenders on google slides and tracked children on shared spreadsheets. This enabled</p>	<p>To ensure new staff are inducted into planning and teaching inline with our school-wide approach.</p>

<ul style="list-style-type: none"> Continue to look at our Neurodiverse learners and consider the cognitive load they are experiencing and how UDL and our teaching approaches can best meet their needs Develop an action plan around understanding mathematical learning with our whānau 	<p>backward mapping to ensure key concepts were not missed with learners who are at risk of not making expected progress.</p> <p>Some approaches have been implemented this year with success. The rich maths diet that is provided allows for differing learner styles to be met. Working with outside specialists has resulted in teachers better understanding of the global needs of children.</p> <p>This has been implemented with some degree of success for whānau. This was done through sharing explanations of the teaching of maths, the key concepts learners need to know, learning activities that can be done at home and through open classrooms to show what happens at school.</p>	<p>To seek more professional development that enables teachers to meet the needs of neuro diverse learners.</p> <p>A continuation of this plan will be developed in 2025 and will also align with the curriculum refresh to ensure whānau have an understanding of the changes in the teaching and learning of maths in schools.</p>
<p><i>Additional support</i></p> <p><i>Continue to provide additional staffing and expertise (internally and externally) as required</i></p> <ul style="list-style-type: none"> A professional development plan for 2024 will be developed. This plan includes working with Learner First and the continuation of our maths leads in school Additional staffing if available and expertise (internally and externally) will continue to be utilised next year to ensure progress of target students Our 2024 budget will allow for specific and targeted resources to be purchased and for ongoing professional 	<p>Professional development with Learner First - cluster-wide lead meetings focused on the strands in the maths curriculum (geometry, statistic, measurement).</p> <p>Maths leads continued to support their team with modelling of lessons, upskilling teacher knowledge and planning and assessment practices.</p> <p>A third teacher in the Year 5/6 space has provided additional teaching support for targeted students. IEPs developed by our specialist teacher have included maths goals where appropriate for our most at risk learners.</p> <p>Teacher resources were purchased to further embed school wide practices and teachers attended professional development</p>	<p>To continue to work with Learner First in 2025.</p> <p>To look at Tier 2 maths support in 2025.</p> <p>Continue with utilising staff strengths in the modelling and coaching approach.</p> <p>The 2025 professional development plan will use the reviews above to develop specific actions that will be reflected in the budget.</p>

development opportunities to be utilised	opportunities and shared new learning with the whole staff.	
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Analysis of End of Year Data within Cohorts:



Data Analysis
<p>The male cohort has 85% of students achieving at or above the expected level for their age. The 1% (1 out of 156) achieving below the expected level for their age has a targeted intervention to support their maths progress.</p> <p>The female cohort has 84% of students achieving at or above the expected level for their age. The 1% (1 out of 148) achieving below the expected level is ESOL and is working with a teacher aide.</p> <p>The māori cohort has 79% of students achieving at or above the expected level for their age. There are 20% (7 out of 35) students working towards the expected level for their age. Accelerated plans are in place to support these students. Attendance is a noted concern for 2 students.</p> <p>The MELAA cohort has 11% (1 student) working below the expected level.</p> <p>For students achieving below or towards the expected level of achievement, they have been part of an accelerated learning plan and in some cases received learning support. Students that have not been identified in an accelerated plan or received specialist support will be added to a monitoring group next year.</p> <p>Barriers to student progress include:</p> <ul style="list-style-type: none"> • Attendance • ESOL • Consolidation of time sensitive key concepts that need constant re-teaching • Students transitioning to part-whole thinking and relying on their working memory • Dyscalculia and Dysgraphia - diagnosed

Students that have made sound progress are showing they can:

- Count on and back
- Identify numbers to 1000
- Use basic facts knowledge
- Partition
- Practice important concepts repeatedly
- Use real world links to access their learning
- Use a variety of materials to consolidate their understanding
- Take risks with their thinking



TE KURA O TAKE KĀRARA

2024 Te Tiriti o Waitangi at Te Kura O Take Kārara

As per the Board of Trustees 2024 Workplan and the 2024 Cumulative Principal Report to the BOT, honouring Te Tiriti o Waitangi is interwoven throughout our school planning and delivery of education across all aspects of our school.

Above mentioned documents have been included.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	As per our School Docs EEO Policy and Employer Responsibility Policy. We have meet all the requirements outlined in these policies
How do you practise impartial selection of suitably qualified persons for appointment?	As per our EEO and employer responsibility policy we select the person most suited for the appointment while recognising cultural diversity
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	As per our strategic goals, EEO, the Employer Responsibility Policy and Te Tiriti O Waitangi obligations
How have you enhanced the abilities of individual employees?	We regularly undertake Professional Learning and we have a professional development plan for all staff
How are you recognising the employment requirements of women?	As per the EEO, Employer Responsibility Policy & Employment Collective
How are you recognising the employment requirements of persons with disabilities?	As per the EEO, Employer Responsibility Policy & Employment Collective

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

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

Te Kura O Take Kārara SCHOOL
KIWISPORT
2024

Students participated in sporting events and physical education programs provided by outside facilitators. In 2024 the school received Kiwisport funding of \$5157.80 (2023 \$4175.24). The funding was spent coaching of sports teams and providing transport and entry fees into wider community sports events.