



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

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Solutions & Services
Collaborative School Administration

PĪTAU-ALLENVALE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Pītau-Allenvale School

Statement of Responsibility

For the year ended 31 December 2024

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


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

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

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

Jamie Gordon

Full Name of Presiding Member

Signed by:

C1D59646F56FB02D

Signature of Presiding Member

26/05/2025

Date:

Janine Harrington

Full Name of Principal

Signed by:

C3DFA8E7617916CE

Signature of Principal

26/05/2025

Date:

Pītau-Allenvale School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Jamie Gordon	Presiding Member	Elected	Aug 2025
Janine Harrington	Principal	ex Officio	
Ian Poulter	Principal	ex Officio	Jan 2025
Sam Carnahan	Parent Representative	Elected	Aug 2025
Chris Borrill	Parent Representative	Elected	Aug 2025
Michelle Grant	Parent Representative	Elected	Aug 2025
Richard Hansen	Parent Representative	Elected	Aug 2025
Georgia Heard	Parent Representative	Elected	Aug 2025
Chris Nimmo	Staff Representative	Elected	Aug 2025

Pītau-Allenvale School

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	8,567,685	7,912,708	7,943,637
Locally Raised Funds	3	10,792	-	20,519
Interest		199,242	135,000	164,109
Total Revenue		8,777,719	8,047,708	8,128,265
Expense				
Locally Raised Funds	3	1,561	-	7,279
Learning Resources	4	7,068,446	7,149,173	6,893,744
Administration	5	262,443	261,462	254,014
Interest		2,185	-	2,504
Property	6	1,094,357	589,117	423,904
Loss on Disposal of Property, Plant and Equipment		-	-	426,330
Total Expense		8,428,992	7,999,752	8,007,775
Net Surplus for the year		348,727	47,956	120,490
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		348,727	47,956	120,490

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

Pītau-Allenvale School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		3,831,760	3,831,760	3,636,270
Total comprehensive revenue and expense for the year		348,727	47,956	120,490
Contribution - Furniture and Equipment Grant		11,385	-	75,000
Equity at 31 December		4,191,872	3,879,716	3,831,760
Accumulated comprehensive revenue and expense		4,191,872	3,879,716	3,831,760
Equity at 31 December		4,191,872	3,879,716	3,831,760

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.

Pītau-Allenvale School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	686,923	586,396	914,534
Accounts Receivable	8	441,736	419,536	419,536
GST Receivable		16,325	21,370	21,370
Prepayments		12,396	10,969	10,969
Investments	9	2,906,104	2,789,344	2,789,344
		4,063,484	3,827,615	4,155,753
Current Liabilities				
Accounts Payable	11	569,337	584,173	584,173
Revenue Received in Advance	12	45,369	132,731	132,731
Finance Lease Liability	14	17,161	12,969	12,969
Funds held for Capital Works Projects	15	-	7,365	7,365
		631,867	737,238	737,238
Working Capital Surplus		3,431,617	3,090,377	3,418,515
Non-current Assets				
Property, Plant and Equipment	10	793,150	797,771	421,677
		793,150	797,771	421,677
Non-current Liabilities				
Provision for Cyclical Maintenance	13	7,209	-	-
Finance Lease Liability	14	25,686	8,432	8,432
		32,895	8,432	8,432
Net Assets		4,191,872	3,879,716	3,831,760
Equity		4,191,872	3,879,716	3,831,760

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

Pītau-Allenvale School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		3,731,113	3,459,791	3,714,760
Locally Raised Funds		16,834	-	(350)
Goods and Services Tax (net)		5,045	-	(7,239)
Payments to Employees		(2,935,927)	(2,918,484)	(2,650,325)
Payments to Suppliers		(609,832)	(558,352)	(492,862)
Interest Paid		(2,185)	-	(2,504)
Interest Received		143,960	135,000	150,744
Net cash from/(to) Operating Activities		349,008	117,955	712,224
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(456,178)	(446,093)	(232,733)
Purchase of Investments		(116,760)	-	(121,100)
Net cash (to) Investing Activities		(572,938)	(446,093)	(353,833)
Cash flows from Financing Activities				
Furniture and Equipment Grant		11,385	-	75,000
Finance Lease Payments		(7,701)	-	(4,707)
Funds Administered on Behalf of Other Parties		(7,365)	-	(62,914)
Net cash from/(to) Financing Activities		(3,681)	-	7,379
Net (decrease)/increase in cash and cash equivalents		(227,611)	(328,138)	365,770
Cash and cash equivalents at the beginning of the year	7	914,534	914,534	548,764
Cash and cash equivalents at the end of the year	7	686,923	586,396	914,534

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.

Pītau-Allenvale School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, 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.

1.7. Accounts Receivable

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

1.8. Investments

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

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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	50 years
Furniture and Equipment	5–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	8 years
Leased Assets held under a Finance Lease	Term of Lease

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

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.

1.13. Revenue Received in Advance

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

1.14. Funds held for Capital Works

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

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

1.15. 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.

1.16. 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.

1.17. 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.

1.18. Budget Figures

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

1.19. Services received in-kind

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

2. Government Grants

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Government Grants - Ministry of Education	3,775,190	3,459,791	3,737,211
Teachers' Salaries Grants	3,969,802	4,100,000	4,044,984
Use of Land and Buildings Grants	822,693	352,917	161,442
	<u>8,567,685</u>	<u>7,912,708</u>	<u>7,943,637</u>

3. Locally Raised Funds

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

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Revenue			
Donations and Bequests	105	-	3,472
Fees for Extra Curricular Activities	-	-	1,165
Trading	1,635	-	4,718
Fundraising and Community Grants	565	-	4,379
Other Revenue	8,487	-	6,785
	<u>10,792</u>	<u>-</u>	<u>20,519</u>
Expenses			
Extra Curricular Activities Costs	-	-	3,480
Trading	1,561	-	2,889
Fundraising and Community Grant Costs	-	-	910
	<u>1,561</u>	<u>-</u>	<u>7,279</u>
<i>Surplus for the year Locally raised funds</i>	<u>9,231</u>	<u>-</u>	<u>13,240</u>

4. Learning Resources

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Curricular	176,088	171,701	125,224
Information and Communication Technology	57,453	47,500	30,402
Employee Benefits - Salaries	6,634,602	6,771,172	6,610,167
Other Learning Resources	6,172	5,200	1,900
Staff Development	69,148	71,600	40,243
Depreciation	124,983	82,000	85,808
	<u>7,068,446</u>	<u>7,149,173</u>	<u>6,893,744</u>

5. Administration

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Audit Fees	12,254	6,400	6,339
Board Fees and Expenses	26,966	16,850	23,618
Operating Leases	-	-	7,951
Legal Fees	5,500	19,000	10,718
Other Administration Expenses	31,815	38,400	42,802
Employee Benefits - Salaries	161,968	156,112	144,364
Insurance	20,130	21,000	14,570
Service Providers, Contractors and Consultancy	3,810	3,700	3,652
	<u>262,443</u>	<u>261,462</u>	<u>254,014</u>

6. Property

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Consultancy and Contract Services	64,083	63,200	112,250
Cyclical Maintenance	7,209	-	-
Heat, Light and Water	26,722	25,000	21,140
Rates	8,916	8,000	8,649
Repairs and Maintenance	63,961	37,800	37,746
Use of Land and Buildings	822,693	352,917	161,442
Other Property Expenses	46,537	11,000	20,491
Employee Benefits - Salaries	54,236	91,200	62,186
	<u>1,094,357</u>	<u>589,117</u>	<u>423,904</u>

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

7. Cash and Cash Equivalents

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Bank Accounts	686,923	586,396	914,534
Cash and Cash Equivalents for Statement of Cash Flows	<u>686,923</u>	<u>586,396</u>	<u>914,534</u>

Of the \$686,923 Cash and Cash Equivalents, \$45,369 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.

8. Accounts Receivable

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Receivables	11,587	18,194	18,194
Receivables from the Ministry of Education	5,757	63,714	63,714
Interest Receivable	84,931	29,649	29,649
Teacher Salaries Grant Receivable	339,461	307,979	307,979
	<u>441,736</u>	<u>419,536</u>	<u>419,536</u>
Receivables from Exchange Transactions	96,518	47,843	47,843
Receivables from Non-Exchange Transactions	345,218	371,693	371,693
	<u>441,736</u>	<u>419,536</u>	<u>419,536</u>

9. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	2,906,104	2,789,344	2,789,344
Total Investments	<u>2,906,104</u>	<u>2,789,344</u>	<u>2,789,344</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	-	100,599	-	-	(5,937)	94,662
Furniture and Equipment	152,282	263,732	-	-	(32,515)	383,499
Information and Communication Technology	77,472	46,030	-	-	(34,197)	89,305
Motor Vehicles	170,328	45,817	-	-	(33,597)	182,548
Leased Assets	21,595	40,278	-	-	(18,737)	43,136
Balance at 31 December 2024	421,677	496,456	-	-	(124,983)	793,150

The net carrying value of furniture and equipment held under a finance lease is \$43,136 (2023: \$21,595)

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	100,599	(5,937)	94,662	-	-	-
Furniture and Equipment	501,951	(118,452)	383,499	238,220	(85,938)	152,282
Information and Communication Technology	223,691	(134,386)	89,305	177,662	(100,190)	77,472
Motor Vehicles	517,441	(334,893)	182,548	471,623	(301,295)	170,328
Leased Assets	66,807	(23,671)	43,136	44,531	(22,936)	21,595
Balance at 31 December	1,410,489	(617,339)	793,150	932,036	(510,359)	421,677

11. Accounts Payable

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Creditors	31,967	29,700	29,700
Accruals	13,245	4,708	4,708
Employee Entitlements - Salaries	499,216	530,841	530,841
Employee Entitlements - Leave Accrual	24,909	18,924	18,924
	569,337	584,173	584,173
Payables for Exchange Transactions	569,337	584,173	584,173
	569,337	584,173	584,173

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	45,369	132,166	132,166
Other Revenue in Advance	-	565	565
	45,369	132,731	132,731

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Increase to the Provision During the Year	7,209	-	-
Provision at the End of the Year	7,209	-	-
Cyclical Maintenance - Non current	7,209	-	-
	7,209	-	-

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. This plan is based on the School's most recent painters quote, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No later than one year	19,180	14,323	14,323
Later than One Year	27,358	8,897	8,897
Future Finance Charges	(3,691)	(1,819)	(1,819)
	42,847	21,401	21,401
Represented by:			
Finance lease liability - Current	17,161	12,969	12,969
Finance lease liability - Non-current	25,686	8,432	8,432
	42,847	21,401	21,401

15. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Projects #231066	7,365	20,000	(27,365)	-	-
Totals	7,365	20,000	(27,365)	-	-
2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Projects #231066	70,279	-	(62,914)	-	7,365
New Site Fitout #211737	-	8,752	(8,752)	-	-
Totals	70,279	8,752	(71,666)	-	7,365

Represented by:

Funds Held on Behalf of the Ministry of Education

7,365

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,330	3,460
<i>Leadership Team</i>		
Remuneration	691,936	728,126
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	695,266	731,586

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has a Finance committee with 3 members that meet monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
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	7.00	5.00
110 - 120	3.00	4.00
120 - 130	4.00	2.00
130 - 140	1.00	1.00
170 - 180	-	1.00
	15.00	13.00

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and 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	-	-

19. 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.

Insurance Investigation

The school has received advice of an investigation into a student matter. This has been advised to the school's insurers to ensure that the financial impact, if any, will be limited to the school's insurance excess of \$3,000.

20. Commitments

(a) Capital Commitments

At 31 December 2024 the Board had no capital commitments of \$nil (2023:\$nil).

(b) Operating Commitments

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

(Operating commitments at 31 December 2023: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	686,923	586,396	914,534
Receivables	441,736	419,536	419,536
Investments - Term Deposits	2,906,104	2,789,344	2,789,344
Total Financial assets measured at amortised cost	4,034,763	3,795,276	4,123,414

Financial liabilities measured at amortised cost

Payables	569,337	584,173	584,173
Finance Leases	42,847	21,401	21,401
Total Financial liabilities measured at amortised Cost	612,184	605,574	605,574

22. Events After Balance Date

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

23. 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 PITAU-ALLENVALE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Pitau-Allenvale School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch, 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:

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

Our audit was completed on 26 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 Responsibility, Members of the Board Listing, Statement of Variance, 2024 Student Achievement Targets, Student Data Summary, Statement of Compliance with Employment Policy, Report on how the school has given effect to Te Tiriti o Waitangi and Kiwisport Report, 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.

A handwritten signature in black ink, appearing to read 'Amy Goodman'.

Amy Goodman
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand



Statement of Variance 2024



Strategic Focus Areas 2024-25



Strengthening Collaboration

- Within class teams
- With classes & specialists
- Across all our sites



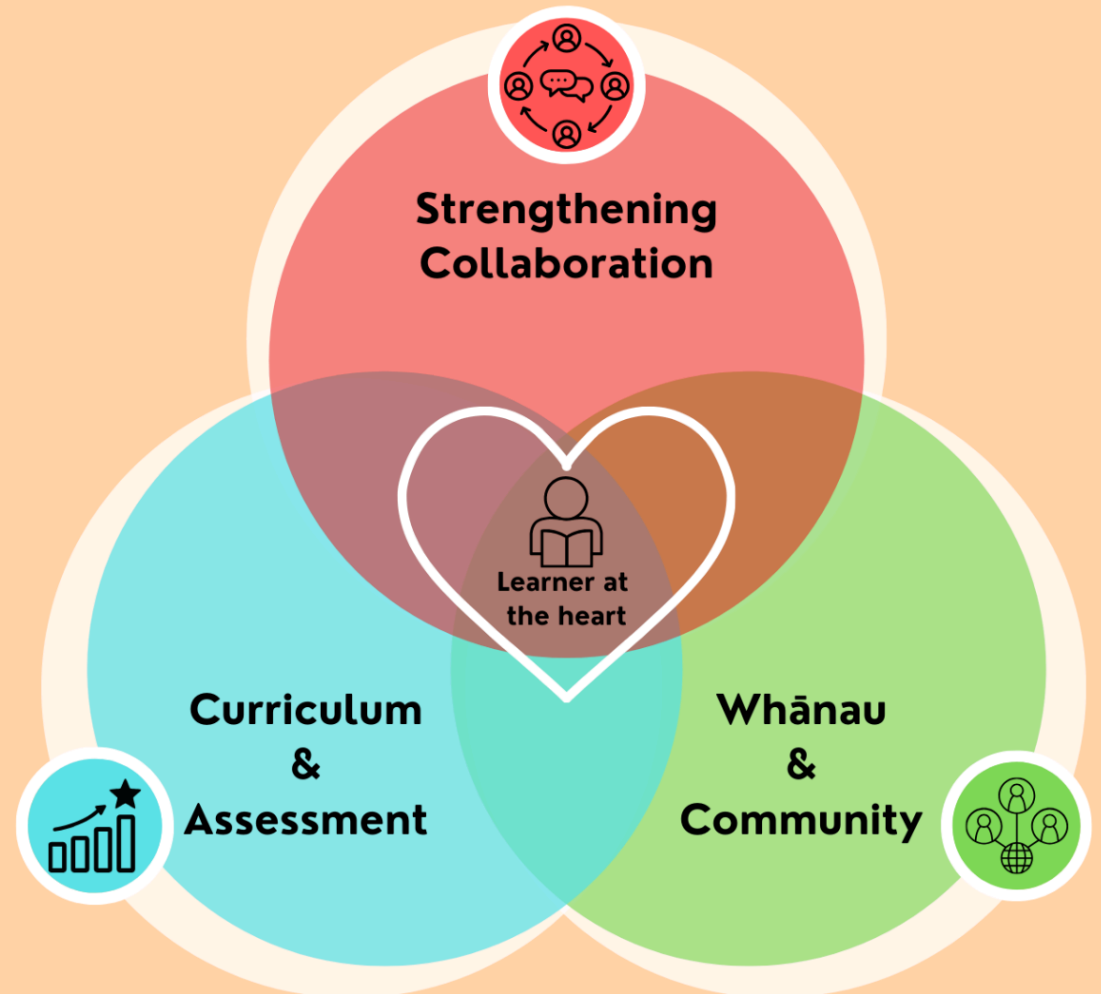
Curriculum & Assessment




- Growing Signature Practices
- Schoolwide development of:
 - Maths & Statistics
 - Communication & English
 - Regulation
- Embed PB4L & Team Teach
- Consolidate Transition Practice
- Additional support for Digitech



Whānau & Community

- Nurture connection with whānau
- Grow community connections
- Strengthen cultural connections



STRATEGIC FOCUS	STRATEGIC GOAL 2024-2025	WHAT DO WE EXPECT TO SEE BY THE END OF 2025?
 <p>STRATEGIC FOCUS TAHI Collaboration</p>	<p><i>Continue to grow the knowledge, understanding & capacity around collaborative practice</i></p> <ol style="list-style-type: none"> 1. Within class teams 2. With classes and specialists 3. Across all our sites 	<ol style="list-style-type: none"> 1. Teaching and learning will successfully be delivered through collaborative practice 2. Specialist and class staff working seamlessly to support every student 3. Collaboration is flourishing across all and between all school sites
 <p>STRATEGIC FOCUS RUA Curriculum & Assessment</p>	<p><i>Development of an authentic & adapted curriculum that provides relevant learning opportunities & supportive transition processes</i></p> <ol style="list-style-type: none"> 1. Consolidating our <i>Signature Practices</i> 2. Consolidating our curriculum in relation to Maths, English & Regulation 3. Consolidating assessment practice 4. Embedding PB4L & Team Teach 5. Consolidate Transition Practices 6. Students have creative access to digital tools for engagement and enrichment 	<ol style="list-style-type: none"> 1. Signature practices are meaningfully integrated into all learning programmes 2. Our curricula in Maths, English and Regulation are highly adapted to respond to the unique profiles of learners in each class 3. Assessment practices consistently build on prior learning and show progression in relation to individual learner goals 4. Thorough schoolwide training in PB4L and Team Teach brings about shared understandings and practices that are highly effective in supporting the proactive management of learner behaviours 5. Whānau and learners are actively involved and influence decision-making processes for post Day Specialist School options 6. Students are using digital technologies in the classroom to design and develop digital outcomes
 <p>STRATEGIC FOCUS TORU Whānau & Community</p>	<p><i>Increase our community engagement and community access, by:</i></p> <ol style="list-style-type: none"> 1. Nurturing connection with Whānau 2. Growing connections with our many communities 3. Strengthening our cultural connections 	<ol style="list-style-type: none"> 1. Whānau have had numerous opportunities to interact and feel strongly connected to our school 2. Meaningful relationships exist with the communities, in which our base, our satellites and our transition hub are placed. 3. We have purposeful connections with Ngāi Tūāhuriri and the other cultural groups that are important to our kura





STRATEGIC FOCUS TAHI Collaboration

WHY IS THIS IMPORTANT TO OUR KURA?

Through effective teamwork with teachers, teacher assistants and specialists we hope to create the best outcomes for students, by:


- Increasing teacher-time for all students is one of the best ways we can improve outcomes
- Enabling us to celebrate and problem-solve together
- A greater diversity of skills in front of our students
- Increasing expertise for all staff

1. TEACHING AND LEARNING WILL SUCCESSFULLY BE DELIVERED THROUGH COLLABORATIVE PRACTICE

WHAT (ACTIONS)	WHEN?	WHO IS LEADING?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	Achieved/No
1.1 Professional Development on Collaboration provided for all staff through <i>Evaluation Associates</i>	PD from Mid 2023-End 2024 Meeting Schedule Survey - End term 1 & term 4	Jenny / Ian	45hours CFPLD Evaluation on Associates	Staff survey re: 'Evaluation Associates PD' at the end of term 1 and again in term 3. Reflections from the feedback used to inform 2025 Annual Plan	Achieved

Review: Term 3, 2024

Results from the first Survey

 [Staff Survey on Collaboration 2024 \(Responses\)](#)

Next steps: Staff to be surveyed again. The question below to be added and put out to staff next week. Staff informed at hub hui on Monday and TA hui on Tue/Wed

We are not currently certain of our staffing for 2025. There is ongoing pressure from the regional Ministry of Education to reduce our roll. We are seeking further



clarification from the Minister so that we can plan effectively for 2025.

It is possible that we will not have the staffing available to continue with the hub model and may have to think differently. What suggestions would you make?

Review: Term 4, 2024

☰ Staff Survey re: Collaboration SUMMARY, Sep 2024

1.2 Staffing allocation of 3 teachers to 2 classrooms - Hub Creation	Late 2023-End of 2024 Survey - End term 1 & term 4	Jenny / Ian	Board underwri ting potential overspen d	Staff survey re: '3-teacher model' at the end of term 1 and again in term 3. <i>What's going well? What are the challenges? What should our next steps be?</i>	Achieved
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Review: Term 3, 2024 As per above

Review: Term 4, 2024 As per above

1.3 Additional meeting time for teachers/TAs to grow collaborative practices - i.e. grow 1 hour per term to 2 hours per term.	Throughou t 2024 Survey - End term 1 & term 4	Jenny / Ian	45-50 TA hours per term	Staff survey re: full hub hui: - End of Term 1, During Term 3 <i>What's going well? What are the challenges? What should our next steps be?</i>	Achieved
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Review: Term 3, 2024 As per above

Review: Term 4, 2024 As per above



2. SPECIALIST AND CLASS STAFF WORKING COLLABORATIVELY TO SUPPORT EVERY STUDENT					
WHAT (ACTIONS)	WHEN?	WHO IS LEADING?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
2.1 Clearly communicate and streamline current SST systems/processes	Term 1	Michelle Graeme	Time	All processes and procedures are available on Staff Portal. Feedback sought from teachers re: processes.	In Progress
Review: Term 4, 2024 <ul style="list-style-type: none"> Further information has been given to staff about the referral process at the start and during the year when a modification was made (e.g. to include Behaviour Support, as previously there had been a separate referral). The SST has been looking closely at how to communicate this information in other ways. This has been the team goal for their 2024 PGC. A presentation will be shared with the leadership team and then the whole staff at the start-up days in 2024. Whānau feedback from recent survey: <ul style="list-style-type: none"> <i>Are you familiar with all the ways our Specialist Services (Therapy) Team work to support your child and do you know how to access our support?</i> <ul style="list-style-type: none"> Average response score 3.5 out of 4 (range: very unfamiliar to very familiar) <i>When working with our Specialist Services Team, do you feel well supported?</i> <ul style="list-style-type: none"> Average response score 3.6 out of 4 (range: very unhappy to very happy) <i>Do you have any other questions / comments about working with the Specialist Services Team? (optional)</i> 2 responses <ul style="list-style-type: none"> No You guys are amazing! Thank you so much for all you do Recommendations: <ul style="list-style-type: none"> Presentation to staff at start of year about SST processes, e.g. working model (MTSS), referral process, importance of Ongoing & Informed Consent, SST role in ILP/ITP hui Start the year with a few feature Hail articles about the ways the SST supports students and whānau, informed consent, referral processes etc. 					
2.2 Continue to develop a clear service model with input from all stakeholders <i>Staff survey > synthesis > feedback to staff > refine.</i>	Term 1 Term 4	Michelle Graeme	No additional	Staff survey sent in term 1 includes the question: <i>At Pitau Allenvale, teacher/TA and SST collaboration is most effective when...</i> Staff survey in term 4 will be updated to	In Progress



				gather feedback on progress	
Review: Term 4, 2024 <ul style="list-style-type: none"> Refer to the above In addition, staff collaboration survey asked: <i>At Pītau Allenvale, teacher/TA and SST collaboration is most effective when...</i> Staff Survey on Collaboration 2024, Summary of SST pātai 					
2.3 SST provide PD to support staff to deliver specialist teaching content/programmes e.g. toileting programme	Once per term	Michelle Graeme Jenny	No additional	Record of PD offered to staff Feedback from staff participants	Achieved
Review: Term 4, 2024 <ul style="list-style-type: none"> 					
2.4 SST provide information evenings to whānau re: specialist content/programmes e.g. toileting programme	Once per term	Michelle Graeme Jenny	No additional	Feedback from whānau participants	Achieved
Review: Term 4, 2024 <ul style="list-style-type: none"> Cate Desmond has been heavily involved in the Let's Talk About Sessions, presenting 3 of the 4 delivered this year. The Let's Talk About Series is set to continue next year with feedback from whānau and staff gathered re: topics. 					
2.5 Explore best practices in SST and teacher collaboration in other settings	Term 3	Michelle Graeme Jenny	Travel costs Koha	Evidenced by reports from visits to other settings.	Not Achieved. Postponed until 2025.
Review: Term 4, 2024 <ul style="list-style-type: none"> This action will be moved into 2025 once new staff are inducted. 					



3. COLLABORATION IS FLOURISHING ACROSS ALL AND BETWEEN ALL SCHOOL SITES					
WHAT (ACTIONS)	WHEN?	WHO IS LEADING?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
3.1 Leadership as line managers connecting to each hub / site	Ongoing	Leadership Team	No additional	Staff survey re: 'Leadership connection' at the end of term 1 and again in term 4. Reflections from the feedback used to inform 2025 Annual Plan	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Leadership were allocated to each of the hubs in term 1 					
Review: Term 4, 2024 <ul style="list-style-type: none"> The collaboration survey indicated a teacher preference for having a middle manager as line managers were sometimes hard to access. As a result, a middle tier of emerging and pastoral leaders have been proposed for 2025. 					
3.2 Everyone has access to Whole School Events, for example: Swimming Sports, Crazy Hair Day, Cross Country, World Book Day	Throughout Year	Various	Case by case	Record of events offered throughout the year, e.g. via Hail articles	Achieved
Review: Term 4, 2024 <ul style="list-style-type: none"> This year due to weather and other circumstances we had a number of events cancelled. The events that we did were very successful with good student numbers. Dates have been set for 2025. This needs to be shared with staff and whānau as early as possible. <ul style="list-style-type: none"> Friday, Feb 28th for the start of the year and Friday 5th December for end. (Reserve date for start of March 7th, no reserve for end of year as difficult) Book Day took place and involved students from Tētekura and Pūtahi Belfast school reading books to the junior hubs. 					



<p>3.3 New connections sought within and between sites:</p> <ul style="list-style-type: none"> • Support new staff connection opportunities, e.g. choir • Seek student Tuakana Teina opportunities, e.g. Minecraft collaboration 	Ongoing	Various staff	No additional	Number of activities and participants involved	Achieved
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Review: Term 4, 2024

Staff connections

- A choir was set up but it was a challenge to maintain. Enjoyed by staff and students.
- Provisional Teachers / Tōmua group to be re-established next year

Student connections

- Raki and Uru have visited base school weekly to use the playground
- Minecraft collaboration has occurred between Raki and Uru. Students from base have visited Uru for digitech projects.
- Music therapy collaboration has occurred between Tētēkura and Rapa
- An ongoing work-on for 2025 as we continue to strengthen across school connections. Discussed the importance of growing interhub connections and using van outings to visit other sites to grow connections.





STRATEGIC FOCUS RUA

Curriculum & Assessment

WHY IS THIS IMPORTANT TO OUR KURA?

By designing our own signature practices, local curriculum and assessment tools, we will be able to:

- Teach in an agreed approach across the kura
- Support staff to creatively design and implement the best possible programmes for their learners
- Better show the progress of our learners as they move through our kura
- Support staff and student safety and wellbeing
- Give our students the tools they need to have a post school life that is as happy, healthy and purposeful as possible

1. SIGNATURE PRACTICES ARE MEANINGFULLY INTEGRATED INTO ALL LEARNING PROGRAMMES

WHAT (ACTIONS)	WHEN?	WHO IS LEADING?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
1.1 Signature practices reviewed and refined in consultation with staff	Term 2	Ian	No additional	Newly published version of Signature Practices	In Progress
Review: Term 3, 2024 <ul style="list-style-type: none">Reviewed with teachers/SST in May Pitau-Allenvale Signature Practices v2.0					
Review: Term 4, 2024 <ul style="list-style-type: none">Signature practices will be interwoven with curriculum development.					
1.2 Identify PD that will support/grow signature practices	Ongoing	Jenny	PD funding	Drafted Staff Handbook that details and Induction Record of staff PD Develop a self-reflection tool for staff to identify areas of strength and areas for	Staff PD record - Achieved Draft Staff Handbook - Achieved Staff Reflection Tool - Postponed 2025 Staff feedback on PD - Achieved but



				development Staff on PD feedback during staff meeting time	continues to be an area of growth.
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Review: Term 4, 2024

- Staff PD record
- Funding spent in PD 2024

2. CURRICULUM IN MATHS, ENGLISH AND REGULATION ARE HIGHLY ADAPTED TO RESPOND TO THE UNIQUE PROFILES OF LEARNERS IN EACH CLASS

WHAT (ACTIONS)	WHEN?	WHO IS LEADING ?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
2.1 SFG Communication/English to support the drafting of a local English Curriculum, including progression indicators, for implementation in 2025	By the end of term 4	Vi Graeme	As required	Draft curriculum published at end of year that includes Assessment / Progress Indicators	Not Achieved due to implementation of SEPANZ/MOE indicators and curriculum for Specialist Schools. Will be achieved in 2025.

Review: Term 4, 2024

- SFG Communication/English changed focus to Communication only. Communication will be integrated into the Structured Literacy approach in 2025. See [here](#)

2.2 SFG Maths has drafted a local maths curriculum, including progression indicators, for implementation in 2025	By the end of term 4	Vi Graeme	As required	Draft curriculum published at end of year that includes Assessment / Progress Indicators	Temporary Curriculum in place while waiting for SEPANZ MOE update.
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Review: Term 4, 2024

- Continue with using Numicon as the structured mathematics approach and its assessments. Numicon is one of the Ministry funded providers for structured maths. Baseline of students will be completed by the end of Term 4.



2.3 SFG Regulation has drafted a regulation component of our local health curriculum for implementation in 2025	By the end of term 4	Vi / Graeme Jenny / Ed	As required	Draft curriculum published at end of year that includes Assessment / Progress Indicators	In progress just waiting for final documentation for Health Curriculum (MOE).
Review: Term 4, 2024 <ul style="list-style-type: none"> • Regulation SFG Slides and Notes • Signature Practice for Regulation 					
2.4 Leadership work with Curriculum Advisors to ensure that draft local curriculum reflects the national Curriculum Refresh	Ongoing	Leadership Team	As required	Draft curriculum published at end of year reflects Curriculum Refresh and identifies 1 hour of reading, writing and maths for 2025	Partly Achieved - Specialist schools have been given more time to ensure learning experiences should occur in authentic, meaningful situations that meet the complex health, sensory, and learning needs of the students.
Review: Term 3, 2024 <ul style="list-style-type: none"> • Ian, Jenny, Vi meet with Curriculum Advisors at the Ministry at each Support Network meeting • Advice sought from Advisors, including visit to school • Jenny and Vi visited 3 Australian Schools to discuss Curriculum in Specialist School settings. • Jenny and Vi met with personnel from Department of Education in NSW to discuss curriculum options • 2 Staff from Parkside Specialist School spent the day with Senior staff to discuss Curriculum development. Resources shared. Investigation of resources available from Jane Farrell, Pure Learning, and those produced by our own staff. 					
Review: Term 4, 2024 <ul style="list-style-type: none"> • Government announcement that the English and Mathematics and Statistics curriculum would begin Term 1 2025. • Investigations into possible providers to support - Core Education (Dr Jane Carroll) and Marina Mounsey (RT Literacy teacher) did not provide bespoke programme suited to specialist provision currently. • SepaNZ are devising an English curriculum for Specialist Schools. • Comprehensive Literacy Instruction for Students with Complex Communication Needs site licence will be purchased for all staff. • Helen Bayldon (MSLT) will work with us next year. Helen works with Sally Clendon and works at Central Auckland Specialist School 2 days per week. Focus will be 					



supporting the Jane Farrell training and supporting integrating it into the New Zealand English curriculum.

3. ASSESSMENT PRACTISES CONSISTENTLY BUILD ON PRIOR LEARNING AND SHOW PROGRESSION IN RELATION TO INDIVIDUAL LEARNER GOALS

WHAT (ACTIONS)	WHEN?	WHO IS LEADING?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
3.1 Appoint a Seesaw Leader	By end of T 1	Ed/Ian	1 MU	Appointment made	Achieved
Review: Term 1, 2024 <ul style="list-style-type: none"> Leanne Adamson was appointed in term 1 (with unit) 					
3.2 Implement recommendations from 2023 Seesaw Review	By end of T 2	Seesaw Leader	No additional	Refreshed Seesaw Guide and PD for all teachers completed	Achieved
Review: Term 4, 2024 <ul style="list-style-type: none"> Seesaw Board Report.docx 					
3.3 Trial Pitau-Allenvale Communication Framework with members of Communication SFG	Terms 1-3	Michelle Graeme	No additional	Feedback to Communication/English SFG and then feedback to wider staff	Achieved - Introduced Nov 2024 and implemented for start of 2025.
Review: Term 4, 2024 <ul style="list-style-type: none"> Preparing PACF for implementation in 2025. PAC F 					

4. THOROUGH SCHOOLWIDE TRAINING IN PB4L AND TEAM TEACH BRINGS ABOUT SHARED UNDERSTANDINGS AND PRACTICES THAT ARE HIGHLY EFFECTIVE IN SUPPORTING THE PROACTIVE MANAGEMENT OF LEARNER BEHAVIOURS



WHAT (ACTIONS)	WHEN?	WHO IS LEADING ?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
4.1 PB4L Behaviour Matrix for 'all settings' is reviewed and effectively implemented with supporting resources	Terms 1-3	Steph Graeme	No additional	Completed review of Behaviour Matrix 'all settings' Staff feedback on the effectiveness of implementation of Behaviour Matrix in all hubs	
Review: Term 3, 2024 <ul style="list-style-type: none"> PB4L committee introduced supportive resources and resources made specifically for use throughout our school. These resources are presented at staff meetings. Feedback on how these resources are being used in all rooms. 					
Review: Term 4, 2024 <ul style="list-style-type: none"> Summary report 					
4.2 Team Teach Training	Term holidays	Graeme Ed / Cate Steph	PD budget	Number of staff trained Staff feedback from training	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Four staff trained as Team Teach Trainers. 35 staff trained in July holidays. Feedback on training is very favourable. 					
Review: Term 4, 2024 <ul style="list-style-type: none"> 4 instructors completed recertification in term 3. 24 more staff trained in term 3 hols (59 total trained for the year). Trainee feedback positive: <ul style="list-style-type: none"> Team Teach Trainee Feedback, 2024 Budget prediction for 2025, c.\$24,000: Team Teach Budget Annual Budget Predictions 2024-2025 Will complete transition from SCM to Team Teach in July 2025. 					



5. WHĀNAU AND LEARNERS ARE ACTIVELY INVOLVED AND INFLUENCE DECISION-MAKING PROCESSES FOR POST-DAY SPECIALIST SCHOOL OPTIONS

WHAT (ACTIONS)	WHEN?	WHO IS LEADING ?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
5.1 Appoint a Transition Leader	Term 1	Ian	2 units	Appointment made	Ingrid North Coombes Appointed Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Ingrid North-Coombes appointed in term 1 					
5.2 Review and sharing of Transition Toolkit	Ongoing	Tr. Leader Graeme	No additional	Transition Toolkit reviewed and published by end of year	Achieved
Review: Term 4, 2024 <ul style="list-style-type: none"> The Transition Toolkit was reviewed and updated: Transition Toolkit Transition Milestones were reviewed this year with Tētēkura. This is an example of new language/thinking etc: Tētēkura - Work Experience Pathways (ages were guidelines until we found better terms). We recommend the development of a new set of milestones for learners that will stay at the 'Discovery' phase for a longer period of time (e.g. those students at base or Pītau-Rapa). It would be good to have input from the Transition Leader, Steph, Cate, SLT, OT, PT, Leadership and class teachers in the development. Website information will need to be updated in 2025 to align with above changes. (Recommend linking live documents on the website so that the information keeps up with revisions as they are developed). 					
5.3 PD for teachers on the Transition Toolkit	Term 2, Term 3	Tr. Leader Graeme	No additional	Attendance numbers for sessions Feedback from attendees	Achieved
Review: Term 4, 2024 <p>PD offered to Base/Rapa Teachers:</p> <ul style="list-style-type: none"> Meeting on 22 February 2024 - Overview of Transition 					



- 9 teacher attendees
- Meeting on 6 June 2024 - Nishant Sharma - Community Care Trust
 - 6 teacher attendees
- Meeting on 11 June 2024 - Megan Dunlop - Hohepa/Melrose Place
 - 4 teacher attendees
- Supporting Staff Visits to Services
 - Took a teacher to visit The Chris Ruth Centre (Hoon Hay, Bishopdale, Kaiapoi) and Helen Anderson. Introduced her to Marilyn Paston, CEO, The Chris Ruth Centre and Debbie Andrews, Manager, Helen Anderson.

5.4 Information evenings for whānau on Transition process	Term 2, Term 3	Tr. Leader Graeme	Kai costs for whānau	Attendance numbers for sessions Feedback from attendees	Achieved
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Review: Term 3, 2024

- Held Term 2 - key focus was recreational options. Approximate 50 people attended.

Review: Term 4, 2024

- Propose a *Let's Talk About Funding* in term 1 or 2 next year for all whānau
- Transition Information Evening to be held in term 2 with a focus on Service Providers

5.5 Continue to engage with and evaluate the Tētēkura Transition Hub Pilot	Ongoing	Tr. Leader Graeme	No additional	Final Report from Action-Based Research (due July) Term 3-4 seek feedback from staff, students, whānau	Achieved
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Review: Term 3, 2024



- Research Report presented by Researcher (Carolyn Cookson) at end of Term 2
- Research Report discussed with Ministry personnel start of term 3
- Recommendations for next steps agreed (e.g. property modification for accessibility) and steps to address these begun



Review: Term 4, 2024

- Surveys were shared to gather feedback from whānau, students and staff. ([Survey results and feedback](#))

6. STUDENTS ARE USING DIGITAL TECHNOLOGIES IN THE CLASSROOM TO DESIGN AND DEVELOP DIGITAL OUTCOMES

<i>WHAT (ACTIONS)</i>	<i>WHEN?</i>	<i>WHO IS LEADING?</i>	<i>RESOURCES REQUIRED</i>	<i>HOW WILL WE MEASURE SUCCESS?</i>	
6.1 Appoint Kāhui Ako Within School Lead with responsibility for Digitech	Term 1	Ian	Kahui Ako funding	Appointment made	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Strathern Harrison appointed. Strathern attended PD days for digi tech leads with Kahui Ako. Strathern supported by and working with Nathan Scott (Cyclone) 					
6.2 Digitech Leader to support the creative use of digital technology throughout the school	Ongoing	Strathern	As requested	Increased usage of digital technology in classes after support from Digi Leader. This may be evident in reports to the Board, Hail articles, Seesaw	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Strathern supported by and working with Nathan Scott (Cyclone) Strathern and Nathan ran staff meeting 22 August to showcase and encourage staff use of IT options with students  Strathern Harrison - Kāhui Ako Within School Lead responsible Digital Technology - Progress Report Aug, 2024 					
Review: Term 4, 2024 <ul style="list-style-type: none">  Strathern Harrison - Kāhui Ako Within School Lead responsible Digital Technology - Progress Report Dec, 2024 					
6.3 Invest in staffing to support the creative use of digital technology throughout the school, e.g. via	Ongoing	Jenny	Budget as per	Increased usage of digital technology in classes after support from Nathan.	Achieved



Nathan Scott from Cyclone			board	This may be evident in reports to the Board, Hail articles, Seesaw	
Review: Term 3, 2024 <ul style="list-style-type: none"> Board funded hours throughout the year with Cyclone 					
Review: Term 4, 2024 <ul style="list-style-type: none"> Cyclone discontinued the Education programme we were contracting. Pītau Allenvale directly contracted Nathan Scott to continue his work at Pītau Allenvale. 					
6.4 Engage with opportunities offered by the Kāhui Ako to support the creative use of digital technology throughout the school, e.g. PD offered by ImpactEd	Ongoing	Strathe rn	No additio nal	Record of Kāhui Ako event participation Record of other engagement with Kāhui PD and initiatives as evidenced by reports to the board	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Starthern attended PD days for digi tech leads with Kahui Ako. 					
Review: Term 4, 2024 <ul style="list-style-type: none"> Refer to 6.2 					





STRATEGIC FOCUS TORU

Whānau & Community

WHAT IS THIS IMPORTANT TO OUR KURA?

We give our students the best possible chance at success when:

- We have strong home-school connections
- Our community knows who we are and what we do
- We open pathways for us to work with the community and for the community to work with us
- Connect learners with their culture and identity and value this in all our settings

1. WHĀNAU HAVE HAD NUMEROUS OPPORTUNITIES TO INTERACT AND FEEL STRONGLY CONNECTED TO OUR SCHOOL

WHAT (ACTIONS)	WHEN?	WHO IS LEADING?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
1.1 Whānau picnics at least twice a year	Term 1 Term 4	Ed Book PTA	PTA	Feedback from attendees/Numbers attending	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none">• Whānau picnic held Term 1 and Term will be booked at next PTA meeting on September 4th					
Review: Term 4, 2024 <ul style="list-style-type: none">• We had good weather for the final Whānau (Christmas) Picnic. We had a good turn out, not as many as at the beginning of the year. Thanks to Alice Parker who provided music and singing for all to enjoy. A good effort by all staff and PTA members to make this a success. We have booked the start and end of year picnic in the school calendar.<ul style="list-style-type: none">○ February 28th, 2025○ December 5th, 2025					
1.2 Whānau connector to work towards a dad's group	Ongoing	Bev Wall	PTA fund	Feedback from attendees/Numbers	Achieved



			Food for sessions	attending	
Review: Term 3, 2024 <ul style="list-style-type: none"> Dad's group has been organised and have met up several times at the Papanui Club. They have agreed to meet more than twice a term. 					
Review: Term 4, 2024 <ul style="list-style-type: none"> The Dad's group have been meeting more than twice a term. There would be more dads attending but the time doesn't work well for all. 					
1.3 Whānau connector to work towards mum's pamper sessions	Ongoing	Bev Wall	PTA fund supplies	Feedback from attendees/Numbers attending	Not Achieved. Will implement Parent-to-Parent in 2025 instead.
Review: Term 3, 2024 <ul style="list-style-type: none"> Mum's group has been organised and they meet up at the Papanui Club on July 6th and have another catch up in September. It was decided to have a separate Mum's group in Rangiora and they met up for a coffee at a cafe in Rangiora. 					
Review: Term 4, 2024 <ul style="list-style-type: none"> The mum's group has been put on hold until next year as the interest has faded. Whānau survey in term 4. Of 21 respondents, 10 indicated they were keen to attend, 8 said 'maybe', and 3 said 'no'. 					
1.4 Whānau connector to work towards whānau access to the playground at weekends	Ongoing	Bev Wall	Volunteers onsite	Feedback from attendees/Numbers attending	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> This has been organised and we have had two sessions for whānau at our Base school playgrounds in Belfast. We are looking to have 2 sessions a term and if whānau support this maybe looking at 3 to 4 sessions a term. 					
Review: Term 4, 2024 <ul style="list-style-type: none"> Will continue with two sessions a term in 2025. 					



- Whānau survey in term 4. Of 21 respondents, 14 indicated they were keen to attend, 5 said 'maybe', and 2 said 'no'.

1.5 Whānau information sessions 'Let's talk about...'	Ongoing	Jenny	Koha for speakers	Feedback from attendees/Numbers attending	Achieved
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Review: Term 3, 2024

- Several whānau and educator information sessions run and well attended from both within the school and beyond, including schools serviced by our outreach service

Review: Term 4, 2024

- Four whānau sessions held through the year. Numbers of whānau registered to attend:
 - Let's Talk About ... **It (sexuality)** - **11 whānau** registered (from 3 different kura);
 - Let's Talk About ... **Obsessions, Routines, Rituals** - **12 whānau** registered (from 6 different kura);
 - Let's Talk About ... **Sleep** - **21 whānau** registered (from 7 different kura);
 - Let's Talk About ... **Going Out & About** - **7 whānau** registered (all from Pitau);
- Whānau survey in term 4. Of 21 respondents, 13 indicated they were keen to attend, 5 said 'maybe', and 3 said 'no'.



2. MEANINGFUL RELATIONSHIPS ARE STRENGTHENED WITH THE COMMUNITIES, IN WHICH OUR BASE AND OTHER SITES ARE LOCATED.					
WHAT (ACTIONS)	WHEN?	WHO IS LEADING?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
2.1 Develop purposeful connections with Pūtahi Belfast School (e.g. shared school events, resource sharing, student support)	Ongoing	Senior Leadership Team	No additional	Document successful interactions at mid-year - review and reflect with Pūtahi Belfast Leaders Repeat the above at the end of the year	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Interactions between staff and students throughout the year. Pūtahi Belfast students reading to Pītau-Allenvale students. Pītau-Allenvale and Ferndale Te Ahu basketball team utilising Pūtahi Belfast gym for weekly training Students from both schools sharing celebration events 					
Review: Term 4, 2024 <ul style="list-style-type: none"> Three classes from Pūtahi Belfast come along to Kapakapa to experience the book “The Old Lady Who Wasn’t Afraid of Anything” re-enactment of the story by our Specialist Team. The students gave great feedback. One Pūtahi Belfast student joined our gymnastics group on Tuesdays. 					
2.2 Foster strong connections with host schools	Ongoing	TBC (Uru) TBC (Raki)	Unit allocation	Document successful interactions at mid-year - review and reflect with site staff Repeat the above at the end of the year	Achieved
Review: Term 3, 2024 <ul style="list-style-type: none"> Several Pītau Raki students involved in Ashgrove School musical PītauUru students attending Tuia Burnside assemblies 					



Review: Term 4, 2024

- Several Pītau Raki students joining in the different school events, ie. Cross Country, Athletics, Swimming
- Some students from Pītau Uru join the technology classes, some mainstream students join Uru's digital technology class and they go to School assemblies.

2.3 Foster strong connections with organisations that share and are adjacent to Tētēkura (e.g. Ferndale Te Ahu, Phillipstown Community Hub)

Ongoing

Graeme
/ TBC

No
additional

Document successful interactions at mid-year - review and reflect with site staff

Repeat the above at the end of the year

Achieved

Review: Term 4, 2024

- Connections with Ferndale Te Ahu have been strengthened through the Tētēkura pilot.
 - Pītau students involved in a range of Ferndale Te Ahu led activities. For example, Duke of Edinburgh, Kapa Haka

Ferndale Te Ahu students involved in a range of Pītau led activities. For example, Allstars Basketball Team at Friday tournament & travelling to Greymouth, swimming day, athletics day

- Connections strengthened with Phillipstown community hub. For example, students attending a range of events and festivals on that site.

2.4 Connections strengthen community-based organisations linked to Pītau-Allenvale (e.g. Belfast Community Network).

Ongoing

Jenny

No
additional

Document successful interactions at mid-year - review and reflect with site staff

Repeat the above at the end of the year

Not Achieved. Will be achieved in 2025.

Review: Term 4, 2024

- We have developed links to Plunket and Belfast Community Network but no substantial connections have been made.

2.5 Information sessions for staff welcome professionals from other kura/organisations 'Let's talk about...'

Ongoing

Jenny

Koha for
speakers

Feedback from attendees/Numbers attending

Achieved

Review: Term 3, 2024

- Several well supported sessions with up to 70 participants involving staff from other schools.

Review: Term 4, 2024

- Four professionals sessions held through the year. Numbers of professionals registered to attend from other kura:
 - Let's Talk About ... **It (sexuality)** - **13 external professionals** registered (from **5 other kura**);
 - Let's Talk About ... **Obsessions, Routines, Rituals** - **21 external professionals** registered (from **9 other kura**);
 - Let's Talk About ... **Sleep** - **17 external professionals** registered (from **11 other organisations**);
 - Let's Talk About ... **Transitions Across the Day** - **19 external professionals** registered (all **5 other kura**);



3. WE HAVE PURPOSEFUL CONNECTIONS WITH NGĀI TŪĀHURIRI AND THE OTHER CULTURAL GROUPS THAT ARE IMPORTANT TO OUR KURA					
WHAT (ACTIONS)	WHEN?	WHO IS LEADING ?	RESOURCES REQUIRED	HOW WILL WE MEASURE SUCCESS?	
3.1 Staff supported to grow their understanding and practice of Te Reo and Tikanga Māori	Ongoing	Line Managers	No additional	Review completed PGCs at the end of the year to celebrate progress	Achieved
Review: Term 4, 2024 <ul style="list-style-type: none"> All staff (TAs, teachers, SST) have appraisal goals to practise/improve their use/understanding of te reo and tikanga Māori Goals reviewed by their line managers on set-up, mid-year and end of year, i.e. TAs by teachers, teachers by Leadership, SST by SST Team Leader 1 TA opted into Te Ahu Te Reo. They completed level 3. Up until this year the Ministry have paid \$500 to the school for each successful participant. Our procedure has been to offer a release day to teachers and 10 additional paid hours to a TA to support this mahi. We are not sure what will be offered in 2025. 					
3.2 Explore kapa haka options for our students (e.g. with Pūtahi Belfast and/or Ferndale Te Ahu)	Ongoing	Graeme	TBC	Review progress at mid-year	Underway
Review: Term 4, 2024 <ul style="list-style-type: none"> Some Tētēkura students opted into the Ferndale Te Ahu kapa haka. Solomon and Fia were a part of the rōpū that performed for the SEPANZ conference. Potential link with Pūtahi Belfast not explored but continues to be a good option for 2025 					
3.3 Fund additional places at Tuahiwi Workshop 1 in line with Kāhui Ako dates	Ongoing	Graeme	TBC	Success indicated by participation numbers	Achieved
Review: Term 4, 2024 <ul style="list-style-type: none"> 6 staff attended Workshop 1 with Ngāi Tūāhuriri at Tuahiwi Marae this year (3 places paid by the Kāhui Ako, 3 places paid by Pītau) 3 staff attended Workshop 2 with Ngā Tūāhuriri this year. 					



2024 Student Achievement Targets

Student Achievement Target 1: Individual Learning Plan Goal Achievement

At least 70% of students will achieve 70% or more of their key learning goals. Two cohorts, Maori and Pasifika, and non-Māori & Pasifika

Baseline Data/Historical Position

2021: 39% of non-Māori learners achieved 70% or more of their key learning goals. 63% of Māori learners met the target.

2022: 62% of non-Māori learners achieved 70% or more of their key learning goals. 75% of Māori learners met the target.

2023: 63% of non-Māori learners achieved 70% or more of their key learning goals. 83% of Māori learners met the target.

2024: 75% of non-Māori learners achieved 70% or more of their key learning goals. 23% of Maori learners met the target.

Actions (What will we do)	When and Who	Evidence of Achievement / Review																		
ILP goals agreed and documented	Students, parents, teachers, specialists, therapists Co-construct ILP in the first half of term 1	✓ ILP / ITP Procedures reviewed ✓ Teacher/whānau hui completed																		
Monitor goal achievement at regular intervals throughout the year	Progress data is collected and analysed by the classroom teacher at the end of each term with the next steps documented after appropriate discussion (if required) with wider support team	✓ Completed by teachers & reviewed by line managers Decided not to collect interim data as there is more value in reviewing goals with teachers (rather than time on interim data that often doesn't carry a lot of meaning)																		
Exit Data collected by Graeme by 20 November	Trends analysed by Leadership and Team Leaders in late November. Analysis and recommendations co-constructed by the above for Board and 2024 teachers	<div>☰ 2024 Student Achievement Targets, Student Data ...</div> <table> <tr> <td>Y1 - Y10</td><td>non Māori learners</td><td>54% (63 learners)</td></tr> <tr> <td></td><td>Māori learners</td><td>29% (17 learners)</td></tr> <tr> <td>Y11 - Y17</td><td>non Māori learners</td><td>87% (31 learners)</td></tr> <tr> <td></td><td>Māori learners</td><td>64% (11 learners)</td></tr> <tr> <td colspan="2">Total cohort = 60%</td><td></td></tr> <tr> <td></td><td>non Māori learners</td><td>75% (94 learners)</td></tr> </table>	Y1 - Y10	non Māori learners	54% (63 learners)		Māori learners	29% (17 learners)	Y11 - Y17	non Māori learners	87% (31 learners)		Māori learners	64% (11 learners)	Total cohort = 60%				non Māori learners	75% (94 learners)
Y1 - Y10	non Māori learners	54% (63 learners)																		
	Māori learners	29% (17 learners)																		
Y11 - Y17	non Māori learners	87% (31 learners)																		
	Māori learners	64% (11 learners)																		
Total cohort = 60%																				
	non Māori learners	75% (94 learners)																		



		Māori learners 23% (28 learners). Some students were omitted due to low attendance, and others did not start until later in the year.
Report to whānau	End of term 2, End of term 4 by Class Teachers	✓✓
Report to Board	Principal in Board meeting Dec 2024	☰ 2024 Student Achievement Targets, Student Data ...
Report to Ministry in Annual Variance statement	Principal by March 2025	

Student Achievement Target 2: Individual Transition Plan Goal Achievement (15-21 year olds)

At least 70% of students will achieve 75% or more of their goals. Two cohorts, Maori and Pasifika students and non-Māori & Pasifika students

Baseline Data/Historical Position

2021: 61% of non-Māori learners achieved 70% or more of their key learning goals. 100% of Māori/Pasifika learners met the target. (Only 2 in M/P cohort).




2022: 77% of non-Māori learners achieved 70% or more of their key learning goals. 67% of Māori/Pasifika learners met the target. (Only 3 in M/P cohort).

2023: 73% of non-Māori learners achieved 70% or more of their key learning goals. 50% of Māori/Pasifika learners met the target. (Only 4 in M/P cohort).

2024: 75% achieved 70% or more of their learning goals. 23% of Maori/Pasifika learners met the target. (Only 11 in M/P cohort).

Actions (What will we do)	When and Who	Evidence of achievement
ITP/GLP goals agreed and documented	Students, parents, teachers, specialists, therapists Co-construct ITP/GLP in the first half of term 1	✓ ILP / ITP Procedures reviewed ✓ Teacher/whānau hui completed
Monitor goal achievement at regular intervals throughout the year	Progress data is collected and analysed by the classroom teacher at the end of each term with the next steps documented after appropriate discussion (if required) with wider support team	✓ Completed by teachers & reviewed by line managers Decided not to collect interim data as there is more value in reviewing goals with teachers (rather than time on interim data that often doesn't carry a lot of meaning)

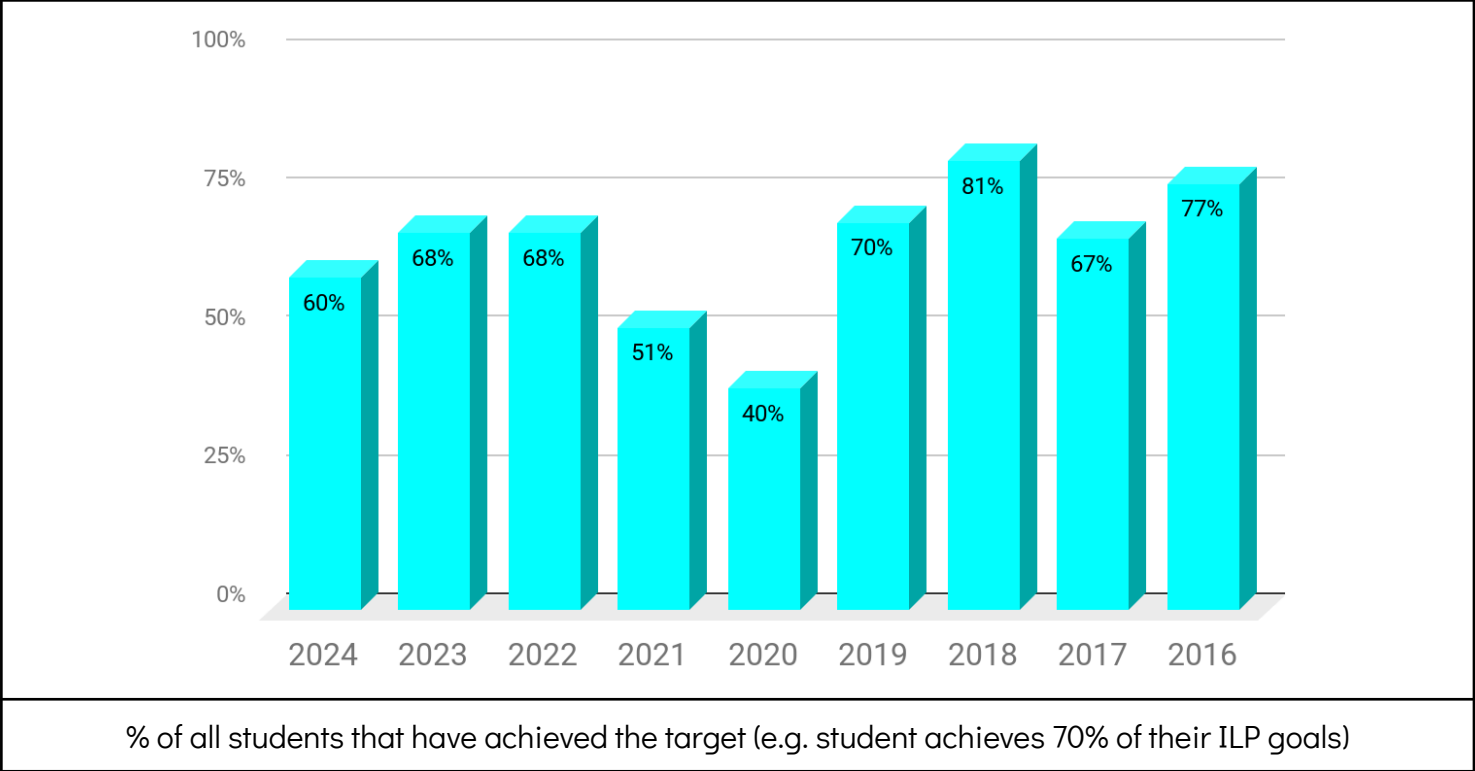


Exit Data collected by Kaiarataki by 20 November	<p>Trends analysed by Leadership and Team Leaders in late November.</p> <p>Analysis and recommendations co-constructed by the above for Board and 2024 teachers</p>	<table><tr><td>Y1 - Y10 Non Māori learners</td><td>54% (63 learners)</td></tr><tr><td>Māori learners</td><td>29% (17 learners)</td></tr><tr><td>Y11- Y17 Non Māori learners</td><td>87% (31 learners)</td></tr><tr><td>Māori learners</td><td>64% (11 learners)</td></tr><tr><td>Total cohort</td><td>60% (122 learners)</td></tr><tr><td>Non Māori learners</td><td>75% (94 learners)</td></tr><tr><td>Māori learners</td><td>23% (28 learners)</td></tr></table> <p>Some students were omitted from the data due to low attendance or because they started later in the school year.</p> <p> 2024 Student Achievement Targets, Student Data S...</p>	Y1 - Y10 Non Māori learners	54% (63 learners)	Māori learners	29% (17 learners)	Y11- Y17 Non Māori learners	87% (31 learners)	Māori learners	64% (11 learners)	Total cohort	60% (122 learners)	Non Māori learners	75% (94 learners)	Māori learners	23% (28 learners)
Y1 - Y10 Non Māori learners	54% (63 learners)															
Māori learners	29% (17 learners)															
Y11- Y17 Non Māori learners	87% (31 learners)															
Māori learners	64% (11 learners)															
Total cohort	60% (122 learners)															
Non Māori learners	75% (94 learners)															
Māori learners	23% (28 learners)															
Report to parents	End of term 2, End of term 4 by Class Teachers															
Report to Board	Principal in Board meeting Dec 2024	 2024 Student Achievement Targets, Student Data S...														
Report to Ministry in Annual Variance statement	Principal by March 2025															



2024 Student Achievement Target (SAT) Data Summary

Schoolwide Achievement Data



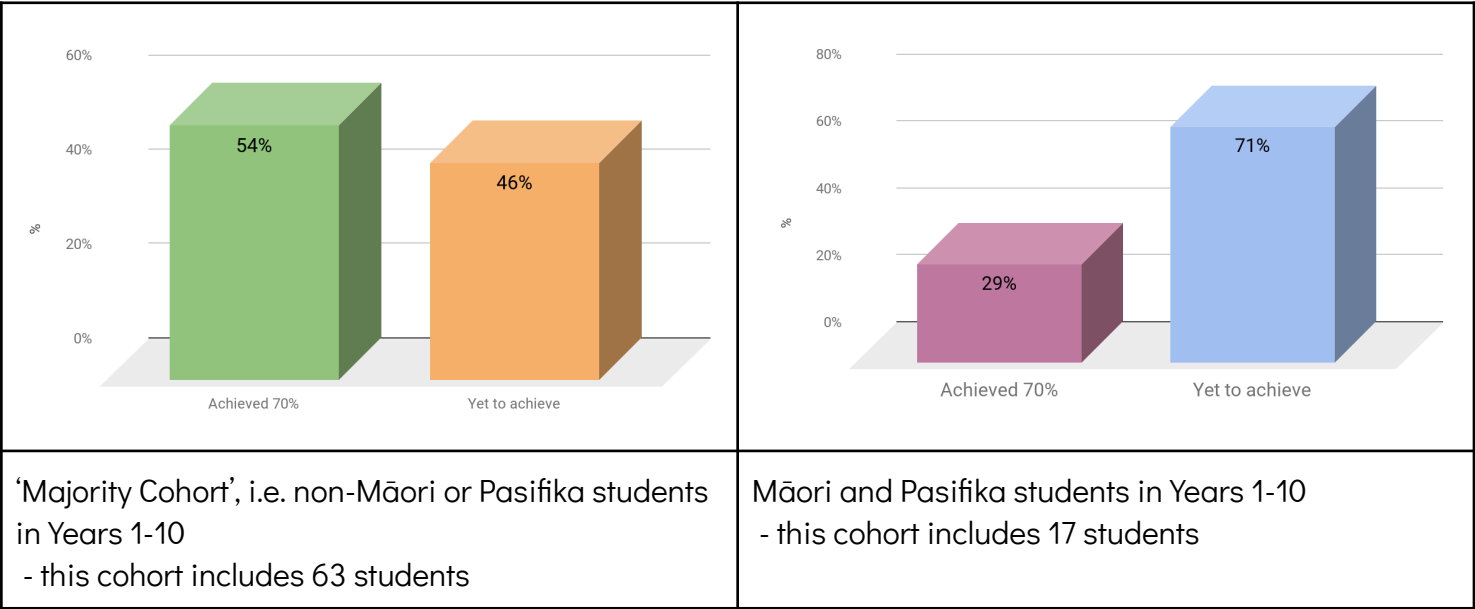
# of students each year*	2024	2023	2022	2021	2020	2019	2018	2017	2016
	122	129	137	138	133	140	125	131	151

*since 2020 a certain number of students per year have been excluded from the data if they have low attendance

The information that follows is a breakdown of data by cohort.

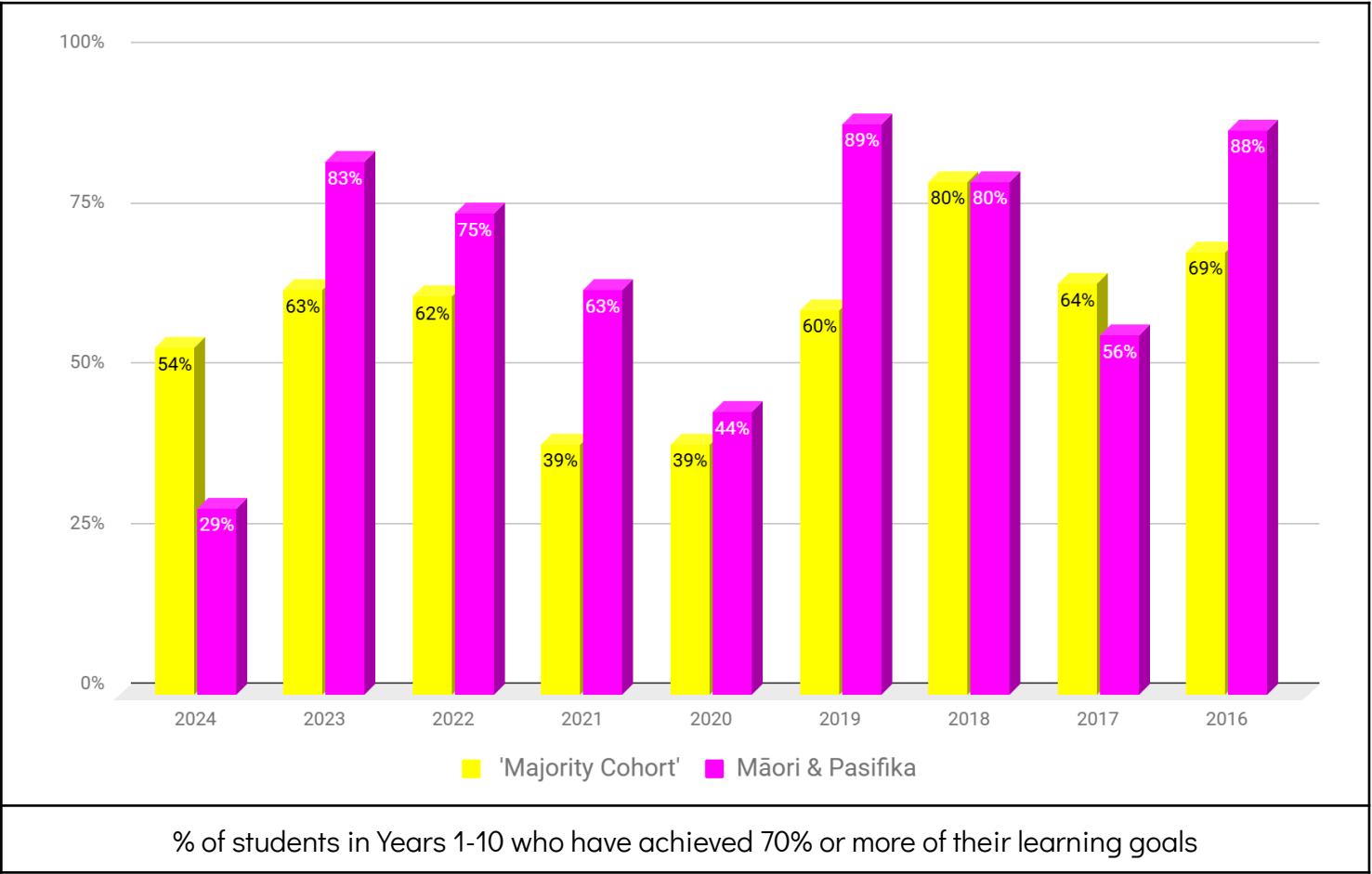
2024 Student Achievement Target 1: Individual Learning Plan Goal Achievement

Goal: At least 70% of **students will achieve 70% or more** of their key learning goals.
Two cohorts, Maori and Pasifika, and non-Māori & Pasifika



Preliminary commentary:

- Neither cohort achieved the target.
- In terms of historical trends,
 - The ‘Majority Cohort’ has not achieved our 70% target since 2018.
 - The ‘Majority Cohort’ is down on last year, but close to the average of 59% of the past 9 years.
 - The Māori & Pasifika student cohort is down significantly and below the 67% historical average.
- Further feedback will be sought from staff to give more context to this information.



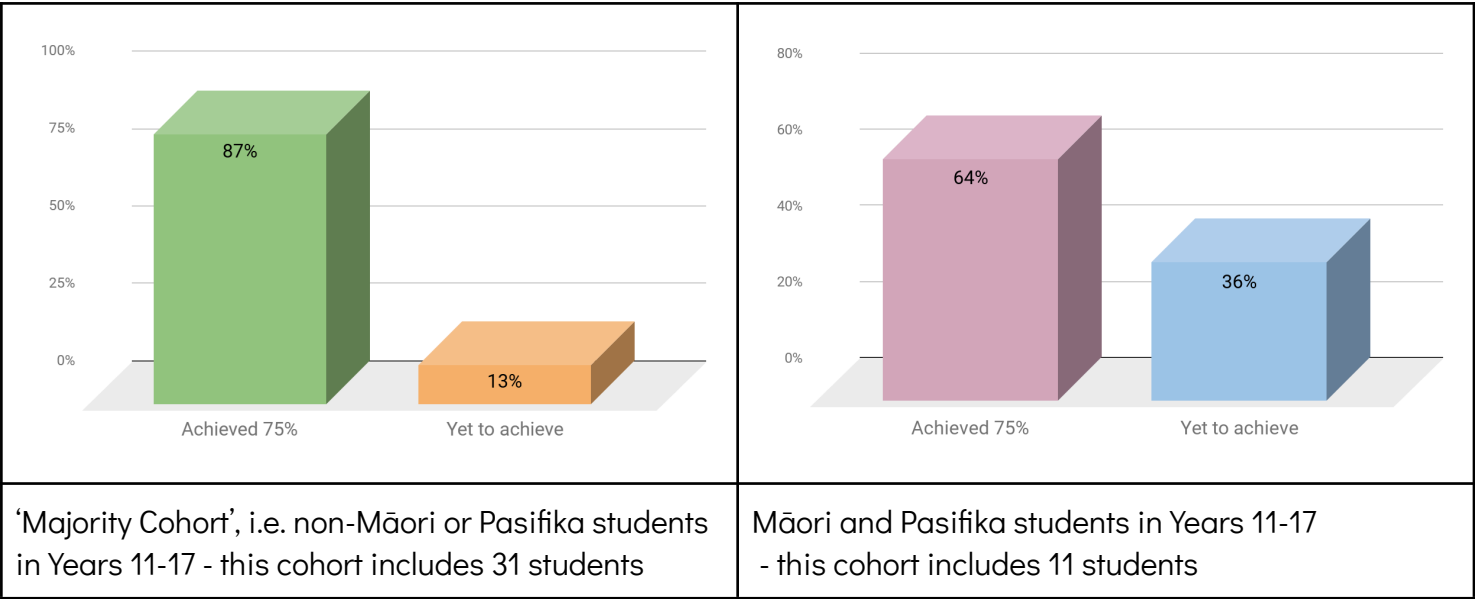
# 'Majority Cohort' Students*	2024	2023	2022	2021	2020	2019	2018	2017	2016
	63	72	73	71	71	72	61	73	78

**since 2020 a certain number of students per year have been excluded from the data if they have low attendance*

# Māori & Pasifika students*	2024	2023	2022	2021	2020	2019	2018	2017	2016
	17	23	17	19	16	19	10	9	8

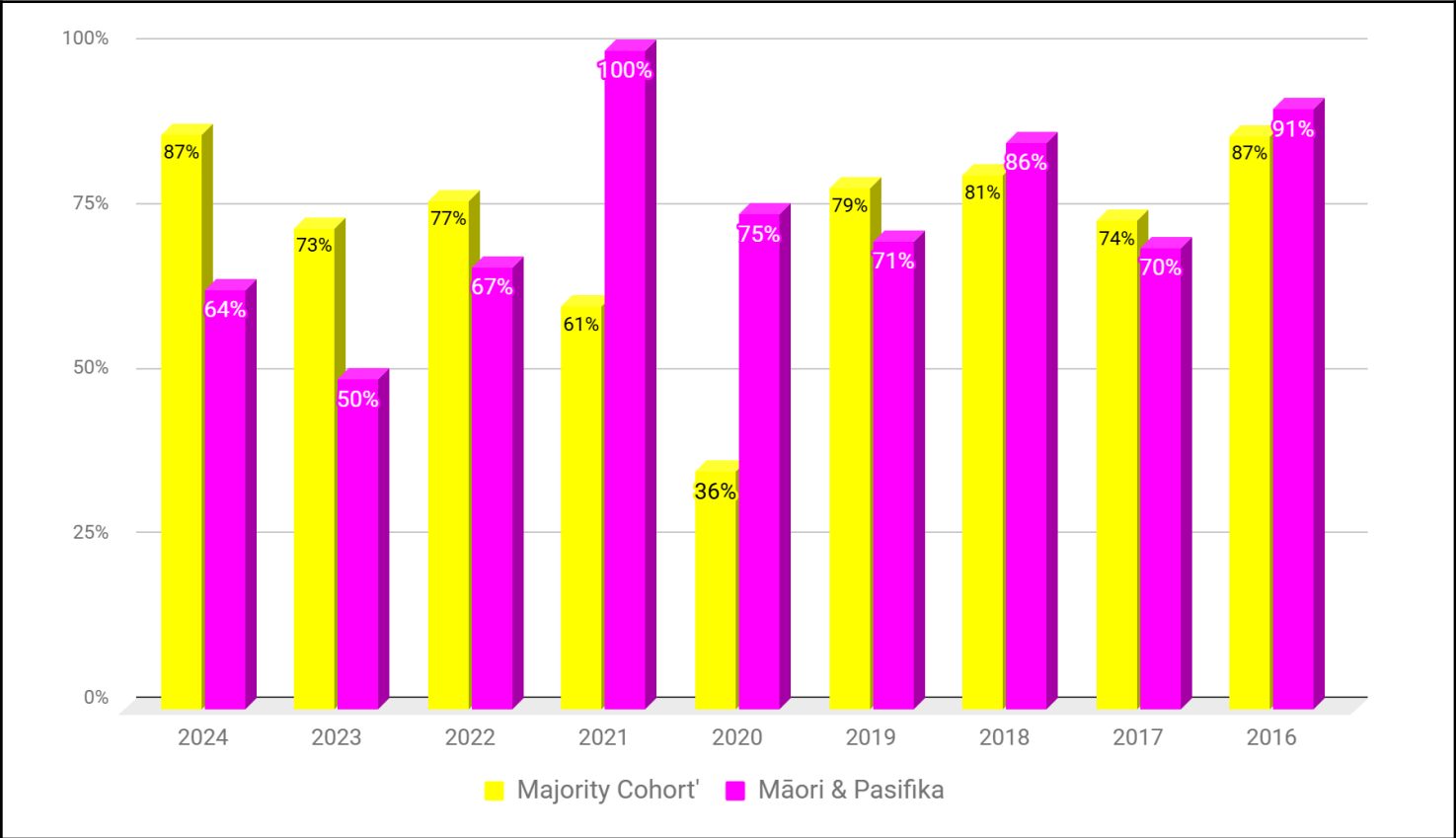
2024 Student Achievement Target 2: Individual Transition Plan Goal Achievement

Goal: At least 70% of **students will achieve 75% or more** of their key learning goals.
Two cohorts, Maori and Pasifika, and non-Māori & Pasifika



Preliminary commentary:

- The ‘Majority Cohort’ surpassed this target.
- The Māori & Pasifika student cohort was only 6% shy of the target of 70%.
- In terms of historical trends,
 - The ‘Majority Cohort’ has had its best year since 2016.
 - The Māori & Pasifika cohort has been up since last year. However, this cohort has been historically small (i.e. 2023, 4 students; 2022, 3 students) so it is hard to draw any meaningful inference.
- Further feedback will be sought from staff to give more context to this information.



% of students in Years 11-17 who have achieved 75% or more of their learning goals

# 'Majority Cohort' Students*	2024	2023	2022	2021	2020	2019	2018	2017	2016
	31	30	39	46	43	42	47	39	54

**since 2020 a certain number of students per year have been excluded from the data if they have low attendance*

# Māori & Pasifika students*	2024	2023	2022	2021	2020	2019	2018	2017	2016
	11	4	3	2	4	7	7	10	11

Pītau-Allenvale School

Statement of Compliance with Education and Training Act 2020

Requirements to be a good employer for the year ending 31st December 2024

At Pītau-Allenvale we demonstrate being a good employer in many ways:

- We have a Health & Safety Committee that meets regularly to ensure needs identified have been addressed and that we are also proactive.
- All staff are actively encouraged to submit work orders if any dangers/hazards or potential dangers/hazards are identified. Works Orders are responded to very quickly.
- We hold numerous staff wellbeing events and activities.
- Staff are also encouraged to assume some responsibility to maintain their own wellbeing. Senior Leadership have worked with Synergy to further understand wellbeing in our workplace
- When appointing staff we are proud of our record of appointing the best candidates for the positions available and these decisions are free of bias of gender, race, religion or disability. This is evidenced in our diverse staff makeup. We live inclusion.
- Mentors and Tutor Teachers actively support staff.
- Whole school Professional Development supports staff with school strategic foci
- Individual Professional Development supports specific individual needs.
- Professional Supervision is provided for several specialists and for those in the Leadership Team.
- Being a Specialist School not only do we support students with disabilities but also staff with disabilities. Having Occupational Therapists, Physiotherapists, Speech Language Therapists and a Psychologist on staff makes our support practical and readily available.
- All staff are asked to demonstrate an increasing (annually) knowledge and use of Te Reo and Tikanga. This forms part of their Professional Growth Cycle and Professional Standards. Several staff have completed, and several are completing courses and qualifications in Te Reo and Tikanga and this knowledge is being shared and well used. In 2024 we appointed a Cultural Leader.

Giving Effect to Te Tiriti o Waitangi– 2024

In 2024, our school proudly deepened its commitment to fostering a culturally responsive and inclusive environment for all ākonga (students), kaiako (teachers), and whānau. During the year, we actively promoted the use of te reo Māori across all aspects of school life, embedding it in everyday practice, signage, communication, and classroom routines. Staff participated in professional development focused on tikanga Māori, ensuring that cultural practices and values are acknowledged, respected, and celebrated throughout our kura.

We embraced the 2024 theme for Te Wiki o te Reo Māori – ‘Ake ake ake – A Forever Language’. This theme speaks to the resilience, adaptability, and endurance of te reo Māori and reflects our school’s unwavering commitment to supporting a language that continues to grow with our people, our culture, and our environment. We acknowledged this kaupapa through classroom learning, whānau engagement, and a school-wide celebration that highlighted the beauty and strength of our reo.

Other key highlights and initiatives in 2024 included:

- Guided and supported by our cultural lead
- Hosted Matariki celebrations and Te Wiki o te Reo Māori events, including waiata, storytelling, and student-centred activities.
- Incorporated tikanga into our everyday life (karakia, mihi whakataū, etc).
- Promoted professional development focused on tikanga Māori and te reo Māori.
- Embedded our new cultural narrative.
- Undertook actions in our annual plan related to our cultural capability.



Kiwisport Funding 2024

Kiwisport is a government funding initiative to support students' participation in organised sport.

During 2024 the school received total Kiwisport funding of \$3,173.00 ex gst.

It was used to fund coaching, facility hire and transport to venues.
The number of students that participated in organised sport was 132.

Ian Poulter
Manawataki Principal