ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	3478
Principal:	Kim Alexander
School Address:	Blakes Road, Prebbleton
School Phone:	(03) 349 6553
School Email:	admin@prebbleton.school.nz

Accountant / Service Provider:

PREBBLETON SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Prebbleton School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Simon Thompson	Presiding Member	Re-Elected Sep 2022	Sept 2025
Bron Hunter	Parent Rep	Elected Sep 2022	Sept 2025
Naomi Crawford	Parent Rep	Elected Sep 2022	Sept 2025
Owen Flattery	Parent Rep	Elected Sep 2022	Sept 2025
Mandy Liu	Parent Rep	Selected Dec 2022	Sept 2025
Richie Cawthorn	Staff Rep	Elected Sep 2022	Sept 2025
Kim Alexander	Principal (Ex Officio)		

Prebbleton 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.

Simon Thompson

_____
Full Name of Presiding Member

Signed by:
79A16CC7186E6CCB
_____
Signature of Presiding Member

30/05/2025
_____
Date:

Kim Alexander

_____
Full Name of Principal

Signed by:
Kim Alexander
83EBF02BE1935246
_____
Signature of Principal

30/05/2025
_____
Date:

Prebbleton School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue				
Government Grants	2	5,196,124	5,014,688	4,972,742
Locally Raised Funds	3	286,998	119,000	264,645
Interest		66,473	38,000	50,345
Total Revenue		5,549,595	5,171,688	5,287,732
Expense				
Locally Raised Funds	3	34,681	1,300	35,133
Learning Resources	4	3,649,007	3,548,216	3,614,293
Administration	5	233,021	218,550	199,697
Interest		3,133	1,500	1,925
Property	6	1,510,734	1,425,405	1,406,779
Loss on Disposal of Property, Plant and Equipment		192	-	43,753
Total Expense		5,430,768	5,194,971	5,301,580
Net Surplus / (Deficit) for the year		118,827	(23,283)	(13,848)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		118,827	(23,283)	(13,848)

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

Prebbleton 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		1,465,885	1,465,885	1,444,032
Total comprehensive revenue and expense for the year		118,827	(23,283)	(13,848)
Distributions to the Ministry of Education		(97,439)	-	-
Contribution - Furniture and Equipment Grant		-	-	35,701
Equity at 31 December		1,487,273	1,442,602	1,465,885
Accumulated comprehensive revenue and expense		1,487,273	1,442,602	1,465,885
Equity at 31 December		1,487,273	1,442,602	1,465,885

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.

Prebbleton School
Statement of Financial Position
As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	113,970	82,905	9,194
Accounts Receivable	8	302,837	269,615	261,548
GST Receivable		13,138	25,255	25,255
Prepayments		5,610	3,588	12,430
Inventories	9	1,754	1,991	1,991
Investments	10	885,347	947,682	847,682
Funds Receivable for Capital Works Projects	16	-	-	205,472
		1,322,656	1,331,036	1,363,572
Current Liabilities				
Accounts Payable	12	322,144	316,586	327,324
Revenue Received in Advance	13	10,835	-	32,984
Provision for Cyclical Maintenance	14	47,818	21,126	34,957
Finance Lease Liability	15	17,771	17,771	16,051
Funds held for Capital Works Projects	16	21,241	-	-
Funds held on behalf of School Cluster	17	-	-	4,774
		419,809	355,483	416,090
Working Capital Surplus/(Deficit)		902,847	975,553	947,482
Non-current Assets				
Property, Plant and Equipment	11	679,439	555,964	587,964
		679,439	555,964	587,964
Non-current Liabilities				
Provision for Cyclical Maintenance	14	62,274	56,176	53,900
Finance Lease Liability	15	32,739	32,739	15,661
		95,013	88,915	69,561
Net Assets		1,487,273	1,442,602	1,465,885
Equity		1,487,273	1,442,602	1,465,885

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

Prebbleton School
Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash flows from Operating Activities				
Government Grants		937,655	835,008	959,849
Locally Raised Funds		271,882	94,080	286,051
Goods and Services Tax (net)		12,117	-	(4,673)
Payments to Employees		(526,137)	(485,812)	(583,668)
Payments to Suppliers		(542,480)	(435,561)	(480,192)
Interest Paid		(3,133)	(1,500)	(1,925)
Interest Received		69,037	38,000	39,624
Net cash from/(to) Operating Activities		218,941	44,215	215,066
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(182,194)	(59,862)	(76,919)
Purchase of Investments		(37,665)	(100,000)	(131,741)
Net cash from/(to) Investing Activities		(219,859)	(159,862)	(208,660)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	35,701
Distributions to Ministry of Education		(97,439)	-	-
Finance Lease Payments		(18,806)	(11,340)	(15,312)
Funds Administered on Behalf of Other Parties		221,939	200,698	(143,458)
Net cash from/(to) Financing Activities		105,694	189,358	(123,069)
Net increase/(decrease) in cash and cash equivalents		104,776	73,711	(116,663)
Cash and cash equivalents at the beginning of the year	7	9,194	9,194	125,858
Cash and cash equivalents at the end of the year	7	113,970	82,905	9,195

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.

BDO
Christchurch

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

Prebbleton School
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity
Prebbleton 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.

b) 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 expense 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
The 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 14.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

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

c) Revenue Recognition

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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 released to revenue as the conditions are fulfilled.

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

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

d) 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.

e) 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.

f) 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.

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

h) 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 material.

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building Improvements	10–50 years
Board-owned Buildings	10–50 years
Furniture and Equipment	7-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	3-5 years
Library Resources	12.5% Diminishing value

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

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

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

The reversal of an impairment loss is recognised in 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.

k) 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.

l) 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 and 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.

m) Revenue Received in Advance
Revenue received in advance relates to fees received from donations, grants and parent payments where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

n) 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.

o) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

r) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	982,698	874,976	953,604
Teachers' Salaries Grants	2,942,535	2,949,173	2,863,275
Use of Land and Buildings Grants	1,270,891	1,190,539	1,155,863
	5,196,124	5,014,688	4,972,742

3. Locally Raised Funds

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue			
Donations and Bequests	172,867	103,000	160,798
Fees for Extra Curricular Activities	54,735	-	61,406
Trading	29,388	16,000	25,619
Fundraising and Community Grants	4,793	-	1,137
Other Revenue	25,215	-	15,685
	286,998	119,000	264,645
Expense			
Extra Curricular Activities Costs	22,515	800	24,350
Trading	8,116	500	10,783
Fundraising and Community Grant Costs	4,050	-	-
	34,681	1,300	35,133
Surplus/ (Deficit) for the year Locally Raised Funds	252,317	117,700	229,512

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	169,940	102,900	179,769
Information and Communication Technology	6,928	8,200	8,152
Employee Benefits - Salaries	3,274,104	3,251,173	3,227,602
Staff Development	52,987	58,243	37,175
Depreciation	128,131	122,000	141,020
Other Learning Resources	16,917	5,700	20,575
	3,649,007	3,548,216	3,614,293

5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fees	12,355	9,800	6,339
Board Fees	10,387	12,400	11,480
Other Administration Expenses	51,551	50,350	44,465
Employee Benefits - Salaries	129,628	122,000	114,031
Insurance	19,974	15,000	14,793
Service Providers, Contractors and Consultancy	9,126	9,000	8,589
	233,021	218,550	199,697

6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Consultancy and Contract Services	80,378	70,000	-
Cyclical Maintenance	21,235	26,566	50,494
Heat, Light and Water	31,777	28,000	25,919
Rates	6,559	5,800	6,062
Repairs and Maintenance	13,417	19,300	13,372
Use of Land and Buildings	1,270,891	1,190,539	1,155,863
Employee Benefits - Salaries	63,412	62,000	133,873
Other Property Expenses	23,065	23,200	21,196
	1,510,734	1,425,405	1,406,779

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

7. Cash and Cash Equivalents

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Bank Accounts	113,970	82,905	9,194
Cash and cash equivalents for Statement of Cash Flows	113,970	82,905	9,194

Of the $113,970 Cash and Cash Equivalents, $21,241 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the $113,970 Cash and Cash Equivalents, $10,835 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	151	150	150
Receivables from the Ministry of Education	15,005	-	3,844
Interest Receivable	16,764	19,328	19,328
Teacher Salaries Grant Receivable	270,917	250,137	238,226
	302,837	269,615	261,548
Receivables from Exchange Transactions	16,915	19,478	19,478
Receivables from Non-Exchange Transactions	285,922	250,137	242,070
	302,837	269,615	261,548

9. Inventories

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Stationery	480	523	523
School Uniforms	1,274	1,468	1,468
	1,754	1,991	1,991

10. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Asset			
Short-term Bank Deposits	885,347	947,682	847,682
Total Investments	885,347	947,682	847,682

11. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings - School	63,143	12,663			(3,080)	**72,726**
Building improvements - Crown	51,811	18,343			(12,950)	**57,204**
Furniture and Equipment	350,861	101,190			(56,065)	**395,986**
Information and Communication Technology	78,734	43,424			(34,204)	**87,954**
Leased Assets	30,912	37,604			(19,471)	**49,045**
Library Resources	12,503	6,574	(192)		(2,361)	**16,524**
	587,964	219,798	(192)	-	(128,131)	**679,439**

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

	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $
Buildings - School	127,429	(54,703)	**72,726**	114,766	(51,623)	**63,143**
Building improvements - Crown	253,897	(196,693)	**57,204**	235,554	(183,743)	**51,811**
Furniture and Equipment	852,051	(456,065)	**395,986**	750,860	(399,999)	**350,861**
Information and Communication Technology	303,050	(215,096)	**87,954**	259,626	(180,892)	**78,734**
Leased Assets	72,012	(22,967)	**49,045**	140,039	(109,127)	**30,912**
Library Resources	53,307	(36,783)	**16,524**	47,463	(34,960)	**12,503**
	1,661,746	(982,307)	**679,439**	1,548,308	(960,344)	**587,964**

12. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	33,347	49,008	49,008
Accruals	13,155	11,000	6,989
Banking Staffing Overuse	-	-	26,848
Employee Entitlements - Salaries	270,917	250,137	238,226
Employee Entitlements - Leave Accrual	4,725	6,441	6,253
	322,144	316,586	327,324
Payables for Exchange Transactions	322,144	316,586	327,324
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	322,144	316,586	327,324

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Grants in Advance - Ministry of Education	1,030	-	8,064
Other revenue in Advance	9,805	-	24,920
	10,835	-	32,984

14. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	88,857	88,857	75,773
Increase to the Provision During the Year	21,235	26,566	50,494
Use of the Provision During the Year	-	(38,121)	(37,410)
Provision at the End of the Year	110,092	77,302	88,857
Cyclical Maintenance - Current	47,818	21,126	34,957
Cyclical Maintenance - Non current	62,274	56,176	53,900
	110,092	77,302	88,857

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2025 This plan is based on the schools 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

15. 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	21,162	21,162	18,041
Later than One Year and no Later than Five Years	36,533	36,533	16,839
Future Finance Charges	(7,185)	(7,185)	(3,168)
	50,510	50,510	31,712
Represented by			
Finance lease liability - Current	17,771	17,771	16,051
Finance lease liability - Non current	32,739	32,739	15,661
	50,510	50,510	31,712

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

16. Funds Held for Capital Works Projects

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

2024	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions $	Closing Balances $
Sheds Project number 218300 / 241964	(157,198)	130,000	(52,241)	79,439	-
5YA Grounds Project number 242298	(48,274)	30,264	-	18,010	-
Timber Window Replacement Project number	-	35,039	(32,932)	-	2,107
Partial Roof Replacement Project number 243447	-	33,913	(14,779)	-	19,134
Totals	(205,472)	229,216	(99,952)	97,449	21,241

Represented by:

Funds Held on Behalf of the Ministry of Education	21,241
Funds Receivable from the Ministry of Education	-

Sheds costs exceeded Ministry funding, and therefore, the Board provided $97,439 of funding to complete and close out the project from retained surpluses. The $97,439 was treated as a donation to the Ministry of Education via a distribution through equity.

2023	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions $	Closing Balances $
Sheds Project number 218300 / 241964	(36,749)	-	(120,449)	-	(157,198)
5YA Grounds Project number 242298	(20,491)	89,824	(117,607)	-	(48,274)
					-
Totals	(57,240)	89,824	(238,056)	-	(205,472)

Represented by:
Funds Held on Behalf of the Ministry of Education -
Funds Receivable from the Ministry of Education (205,472)

17. Funds Held on Behalf of Zones Sports Cluster

Prebbleton School is the lead school funded by the Ministry of Education to provide services services to its cluster of schools.

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Funds Held at Beginning of the Year	4,774	-	-
Funds Received from Cluster Members	46		7,687
Total funds received	4,820	-	7,687
Funds Spent on Behalf of the Cluster	-	-	2,913
Funds remaining	4,820	-	4,774
Distribution of Funds			
Springston School - New funds holder	4,820	-	-
Funds Held at Year End	-	-	4,774

18. 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.

19. Remuneration

Key management personnel compensation

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	2,780	3,350
Leadership Team		
Remuneration	416,445	406,620
Full-time equivalent members	3	3
Total key management personnel remuneration	419,225	409,970

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (2 members) that met 8 time this year and Property Committee (2 members) that met 8 time this year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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	160-170
Benefits and Other Emoluments	0-5	0-5

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	8.00	8.00
110 - 120	3.00	3.00
120 - 130	1.00	1.00
	12.00	12.00

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of $21,241 (2023:$9,649) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	$
Timber Window Replacement	2,107
Partial Roof Replacement	19,134
Total	**21,241**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

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

22. 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	113,970	82,905	9,194
Receivables	302,837	269,615	261,548
Investments - Term Deposits	885,347	947,682	847,682
Total financial assets measured at amortised cost	1,302,154	1,300,202	1,118,424

Financial liabilities measured at amortised cost

Payables	322,144	316,586	327,324
Finance Leases	50,510	50,510	31,712
Total financial liabilities measured at amortised cost	372,654	367,096	359,036

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Prebbleton School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, 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:

    o its financial position as at 31 December 2024; and

    o its financial performance and cash flows for the year then ended; and

- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Members of the Board listing, Statement of Variance – progress against targets, Evaluation and Analysis of the School's Student's Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, Report on Other Special and Contestable Funding Report and the 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.

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

B) List of Board members – 2024:

Simon Thompson	Parent, Presiding Member	Elected
Kim Alexander	Principal	
Richie Cawthorn	Staff	Elected
Naomi Crawford	Parent	Elected
Owen Flattery	Parent	Elected
Bronwyn Hunter	Parent	Elected
Mandy Liu	Parent	Filled by Casual Vacancy

C) Statement of Variance - progress against targets:

STUDENT ACHIEVEMENT TARGETS 2024 - ANALYSIS OF VARIANCE

Years 1-2

STUDENT ACHIEVEMENT TARGET - ANALYSIS OF VARIANCE 2024

Strategic Goal: Ako - Create a stimulating and engaging academic learning environment, with a strong focus on literacy and numeracy, that promotes **hiranga-excellence** and is ambitious for all ākonga.	**Target Area: Writing** Writing To raise the quality of Writing and levels of achievement throughout the school.	
Target: Students identified (target group) will use MSL (Multisensory Structured Language) spelling rules to make progress in their writing, appropriate to their needs and abilities, in order to meet their expected level of achievement.	**Team: 1-2**	**Year level: 2**
Target group: 1. Student A 2. Student B 3. Student C 4. Student D 5. Student E 6. Student F 7. Student G 8. Student H 9. Student I 10. Student J	**Ethnicity:** Indian: 1 Chinese: 2 South African: 1 NZ/Euro: 6	**Gender:** Female: 6 Male: 4

Action Plan:

Steps to be taken to meet the target:	*Who is responsible:*	*When:*	*Resource:*
Teachers will regularly assess the target group students.	Teachers	Ongoing	In group instruction Daily dictated sentences Scope Spelling Check Level 1
Team Leader will complete a Target mid-point review document, to review the progress being made.	Team Leader Teachers	End of Term 2	Target mid-point review document
Teachers will undertake professional learning in writing, both school-wide and personal, to improve their teaching practice. This will include the effective use of technology in literacy programmes.	Teachers DP ASL	Ongoing	PLD for staff - external and in-school. RAPLD hours (Mandy D)

	WSLs Mandy D		
Professional discussions on teaching of writing (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader WSLs	Ongoing	Team meeting time FB Groups Online Forums
Interviews with target group students to determine student's understanding and attitudes towards writing.	Teachers, Team Leaders	Mid Term 1 and Term 4	
Review and refine school-wide writing teaching techniques, resources and assessment methods.	Teachers WSLs	2024	Assessment resources Teaching resources
Explicit teaching and modelling of elements of writing in classes.	Teachers WSLs, working group	Ongoing	Syntax Project Writing Revolution
Use of collaborative teaching opportunities; ability grouping, self-select workshops, peer support grouping, small group writing support group, LA groups etc – variety and range to suit.	Teachers Team Leaders SENCO	Ongoing	
Explore use of digital technologies such as apps, Chromebooks, ipads to support the target groups.	Teachers WSLs DPs Mandy D	Ongoing	Ipads and other DT hardware, software and Apps Mandy PLD
Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Use of PLD advisor, specialist teachers, school resources, online sources and other support material.	Teachers, Team Leaders DP WSLs ASL	Ongoing	School resources & budgets Mandy PLD WSL PLD sessions Syntax Project Writing Revolution
Find opportunities to share students' writing goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences etc Seesaw

Starting Point:

Initial Data Source(s): *OTJ moderation*

Teachers assessed ākonga using and overall teacher judgement against the Prebbleton School Year 1&2 Scope and Sequence Spelling Check. While the students can read the spelling rules in isolation, they are not presently applying these same rules in their writing. (Feb. 2024)

Sub-level Expectations
Level 1.1-1.2 (Year 1)
Level 1.3-1.4 (Year 2)

Data/Results:

Name	Beg. Year Data	Mid. Year Data	End Year Data
Student A	Writing 1.2 end	Writing 1.3 beg.	1.4 beg.
Student B	Writing 1.2 beg.	Writing 1.3 beg.	1.4 beg.
Student C	Writing 1.2 mid.	Writing 1.3 beg.	1.4 beg.
Student D	Writing 1.2 end	Writing 1.3 beg.	1.4 beg.

Student E	Writing 1.2 mid.	Writing 1.3 beg.	1.4 beg.
Student F	Writing 1.2 mid.	Writing 1.3 beg.	1.4 mid
Student G	Writing 1.2 mid.	Writing 1.3 beg.	1.4 end
Student H	Writing 1.2 mid.	Writing 1.3 beg.	1.4 mid
Student I	Writing 1.2 mid.	Writing 1.3 beg.	1.4 mid
Student J	Writing 1.2 mid.	Writing 1.3 beg.	1.4 mid

Māori
ESoL
Meeting or exceeding the target
Meeting target but 'at risk' (on the cusp)

Beginning Year Analysis:
- 10 tamariki are in the target group.
- On intake 9 ākonga were at the very beginning of where they needed to be by the end of their first year at school.
- 1 ākonga was working at the level expected for 6 months at school.
- Explicit and intentional use of The Syntax Project to guide instruction.
- I do, we do, you do

Final Data:

See below table - right-hand column.

Year 2 Writing Target Group
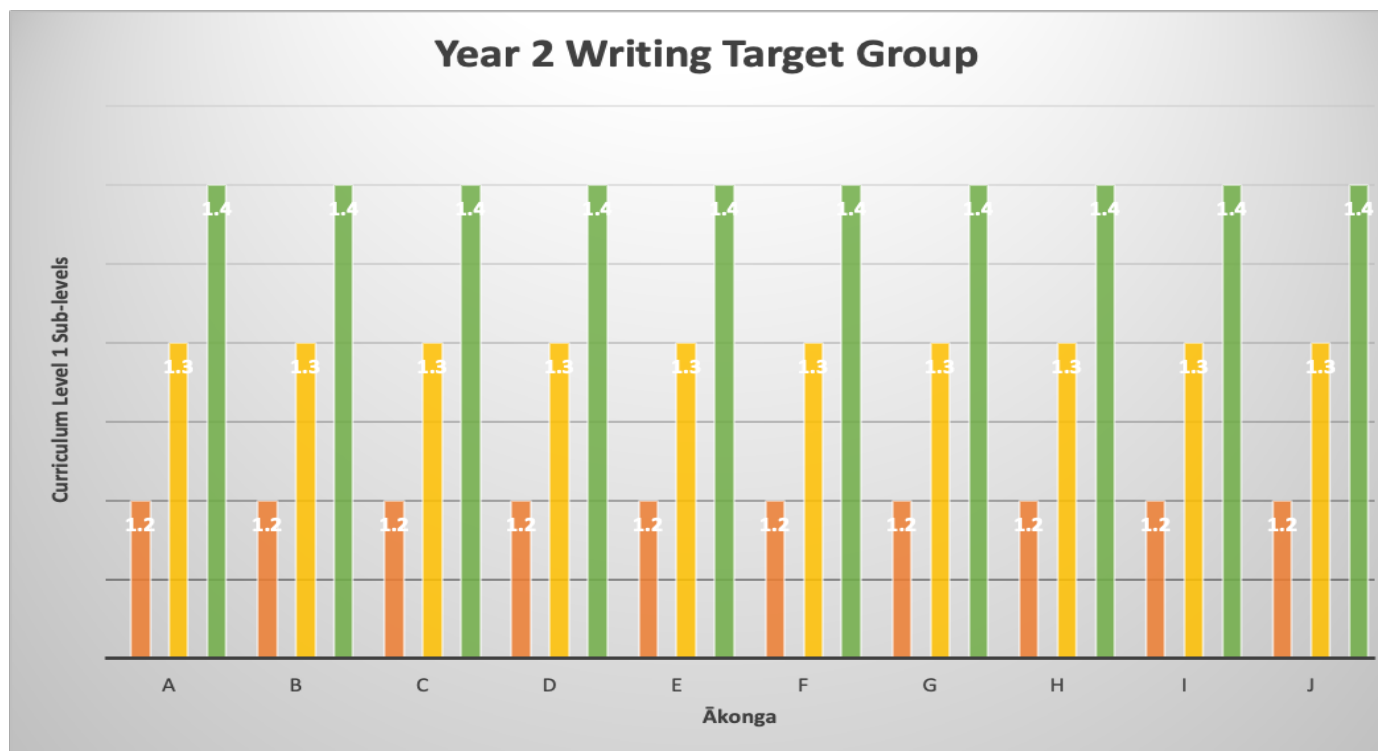
Mid Year Analysis:
- All ākonga receiving 4-5 lessons, per week with the whole class, then in small or individual working groups as needed.
- All ākonga are progressing from the start of the year.

- The skills of writing are being built on as the year progresses, focusing on pencil grip, letter formation, writing on paper, lined paper, structured literacy sessions in small groups, and structured writing sessions which continued to build.
- The length of time spent on writing in the classroom continues to grow as ākonga are becoming more capable.
- Tuakana teina; students working alongside other students.
- Modelling of writing by the classroom teachers.

Final Data/Results:
- 10 ākonga are working <u>within</u> the expected level for their time at school.
- 5 ākonga out of the 10 have only <u>just</u> met the expectation for their time at school.
- Of these 5 students, 3 are male and 2 are female and 2 are receiving ESoL assistance.
- 100% of target students are achieving <u>at or above</u> expectation according to Prebbleton School Team 1-2 expectations at the end of Year 2.

Analysis Commentary:
The Year 2 target ākonga had been identified as needing extra support from their classroom teacher.

The tuakana-teina model has worked well with akonga working alongside others. A set timetable and the teaching of writing in a structured setting with well-modelled writing behaviours.

The structured teaching of handwriting and time spent on structured literacy have played a huge part in the success of our ākonga.

Fluency of handwriting has reduced the cognitive load so students are able to focus on the new learning concepts rather than the formation of letters.

All children have made steady progress and gained confidence with the motor skills needed for writing and the process of writing.

Teachers have been following the resource, The Syntax Project, which has been instrumental in breaking down sentence components into basic steps, increasing in complexity when the students are ready. Starting with simple sentences and building on these has proven to assist without overwhelming ākonga.

Writing on lines in books has assisted with the cognitive load for ākonga, along with the focus on pencil grip and letter formation during handwriting teaching and learning.

Points to consider:
- Two ESoL students have additional challenges. Should they have been included in the target group when they struggled to verbalise an oral sentence grammatically correctly? These students began to get ESoL support in Term 3, 2024.
- All 10 ākonga are the youngest in their Year level and have had the least time at school of the Year 2 cohort.

Recommendations/Next Steps:
- Ensure that transfer data is detailed and complete from 2024 teacher to 2025 teacher, indicating who has received additional support this year - across both Year 1 and Year 2
- Teachers to continue professional development in literacy in 2025
- Teachers to use e-asTTle writing assessment in Term 1 and Term 3 in 2025 to inform next teaching steps
- Continue to monitor progress closely and work towards specific goals
- Consider ESoL barrier when selecting ākonga for target groups in future
- Next steps goals communicated clearly to caregivers

STUDENT ACHIEVEMENT TARGET - ANALYSIS OF VARIANCE 2024

Strategic Goal: Ako - Create a stimulating and engaging academic learning environment, with a strong focus on literacy and numeracy, that promotes **hiranga**-**excellence** and is ambitious for all ākonga.	Target Area: Writing To raise the quality of Writing and levels of achievement throughout the school.	
Target: Students will make progress in applying the letter/sound patterns they know from MSL in their writing, appropriate to their needs and abilities to meet their expected level of achievement.	Team: 3&4	Year level: Year 4
Target group:	Ethnicity: 6 NZ European/Pākehā 2 Māori	Gender: 8 Girls

Identifying Number	Year
1	4
2	4
3	4
4	4
5	4
6	4
7	4
8	4

Action Plan:

Steps to be taken to meet the target:	*Who is responsible:*	*When:*	*Resource:*
Teachers will regularly assess the target group students.	Teachers	Ongoing	Dibels assessment Code assessment Prebbleton School Scope & Sequence
Team Leader will complete a Target mid-point review document, to review the progress being made, including gathering student voice.	Team Leader Teachers	End of Term 2	Target mid-point review document
Teachers will undertake professional learning in writing, both school-wide and personal, to improve their teaching practice. This will include the effective use of technology in literacy programmes.	Teachers DP ASL WSLs Mandy D	Ongoing	PLD for staff - external and in-school. RAPLD hours (Mandy D)
Professional discussions on teaching of writing (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader WSLs	Ongoing	Team meeting time
Interviews with target group students to determine student's understanding and attitudes towards writing.	Teachers, Team Leaders	Mid Term 1 and Term 4	
Review and refine school-wide writing teaching techniques, resources and assessment methods.	Teachers WSLs	2024	Assessment resources Teaching resources

Explicit teaching and modelling of elements of writing in classes.	Teachers WSLs, working group	Ongoing	
Use of collaborative teaching opportunities; ability grouping, self-select workshops, peer support grouping, small group writing support group, LA groups etc – variety and range to suit.	Teachers Team Leaders SENCO	Ongoing	
Explore use of digital technologies such as apps, Chromebooks, ipads to support the target groups.	Teachers WSLs DPs Mandy D	Ongoing	Ipads and other DT hardware, software and Apps
Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Provision and use of relevant resources to support teaching of sound patterns	Teachers	Ongoing	
Use of PLD advisor, specialist teachers, school resources, online sources and other support material.	Teachers, Team Leaders DP WSLs ASL	Ongoing	School resources & budgets
Find opportunities to share students' writing goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences etc

Starting Position:

Initial Data/Results:

Student Identifying Number	Year Level	Curriculum Level - Beg 2024
1	4	1.4
2	4	1.4
3	4	1.4
4	4	1.4
5	4	1.4
6	4	1.4
7	4	1.4
8	4	1.4

Final Data:

Student Identifying Number	Year Level	Curriculum Level - Beg 2024	Curriculum Level - End 2024
1	4	1.4	2.1
2	4	1.4	2.2
3	4	1.4	2.2
4	4	1.4	2.2

5	4	1.4	2.2
6	4	1.4	2.2
7	4	1.4	2.2
8	4	1.4	2.2

Mid-year data:

Data has been collected during the year to enable grouping and support choices to be made. The teachers of the students in the target group have discussed the progress being made together at team meetings and have also had regular 'catch-ups' with Karyn in her role as the group coordinator of the literacy support programme.

The data presented here for the end of 2024 is an OTJ (overall teacher judgement) that reflects the students' curriculum level with all available data having been considered.

Curriculum Level - Beg 2024 and Curriculum Level - End 2024
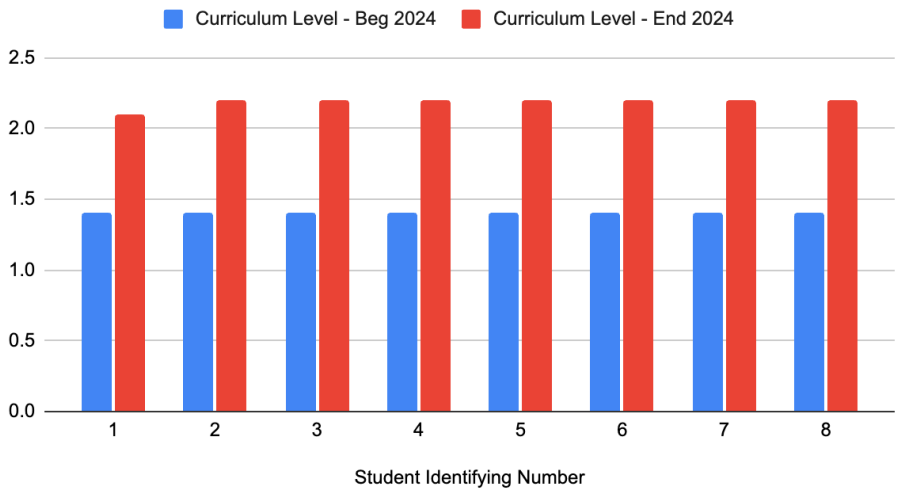
Analysis:

Teachers have worked closely with all of the students in the target group. These students have also had specific learning support through the MSL support programme run by Karyn Doocey. For some of these students their specific support has been in a small group setting and for others a more individualised approach has been taken.

The group itself is quite unique in that all eight students are female. Two of these students are Maori. One of the students in the target group has recently begun the formal process of a dyslexia assessment. Another of the students in this group was away from school for three months (family reasons).

All of the students in the target group are highly motivated and engaged learners. They have all worked incredibly hard in class and in their support group sessions. While their overall achievement may be considered to still be below that expected of students at their level, they have all made significant gains and are becoming more and more able to use their MSL knowledge in their everyday class work.

Data/Results:

The data shows that all of the students have made progress over the course of the year. Teachers have kept a focus on these students and have differentiated the learning and activities to meet the specific needs of the group. Of course, this differentiation is not unique to just this group as the teachers adjust their programme to suit the needs of all students in the class. The collaborative nature of the Team 3/4 environment means that teachers are engaged in many discussions about the learning needs of all of the children and are able to be really responsive to needs as they present. This is also true of the MSL support teacher who frequently discusses students and their current needs so that the classroom programme compliments the support programme.

Commentary:

The results presented as part of this Target Action Plan are very pleasing on many levels. Not only have all of the students identified made progress across the year, the comments from their teachers about their attitude to their work tell a story of growing confidence in their own ability, a fantastic work ethic from all of the students and a sense that the girls in the target group have a great deal of pride in their achievements.

Student voice comments from some of the students in the target group are:

- "I can write a lot more words….. I get it!"

- "I write more ideas down. My writing is better"
- "I used to do a big chunk of writing but now it has spaces and I know more words"
- "I write so much neater and my words are right"
- "Mrs Doocey has been a big help"
- "My teacher always helps me but she makes me do it myself"
- "I use punctuation like full stops all the time now"
- "My teacher likes my writing"

Recommendations/Next Steps:

- Continue to monitor these students as they make the transition to the Year 5/6 team in 2025.
- Continue using a wide range of tools/resources to support these students with specific learning activities.
- Introduce these students to the SevenPlus reading intervention to boost confidence and vocabulary- We are offering professional development in this area
- Continue teaching The Code (MSL) to support further learning in this area.
- Continue to review our writing programme to ensure that it meets the needs of all the students in our class/team

<mark>Years 5-6</mark>
STUDENT ACHIEVEMENT TARGET - ANALYSIS OF VARIANCE 2024

Strategic Goal: To raise the quality of Writing and levels of achievement throughout the school. Give priority to improving learning progress for all students.	Target Area: Writing	
Target: Students identified will learn skills to develop different types of sentences including; punctuation, conjunctions and language features, to make progress in their writing, appropriate to their needs and abilities, to meet their expected level of achievement.	**Team:** Maunga	**Year level:** 5 and 6
Target group: 8 students Downstairs Student #1 Student #2 Student #3 Upstairs Student #4 Student #5 Student #6 Student #7 Student #8	**Ethnicity:** Other European- 2 NZ European- 3 Māori- 3	**Gender:** Boys: 3 Girls: 5

Action Plan:

Steps to be taken to meet the target:	Who is responsible:	When:	Resource:

Teachers will regularly assess the target group of students.	Teachers	Ongoing	easTTle writing, The Code Spelling, writing samples
Team Leader will complete a Target mid-point review document, to review the progress, including gathering student voice.	Team Leader Teachers	End of Term 2	Target mid-point review document
Professional discussion on teaching writing (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader SLT Literacy Lead- Vanessa (Team member)	Ongoing	Team meeting time
Interviews with target group students to determine student's views and attitudes towards writing.	Teachers, Team Leaders	Term 2 and T4	
Review and refine school-wide writing teaching techniques, resources and assessment methods.	Teachers SLT Literacy Lead- Vanessa/Liz	2024	Assessment resources Teaching resources
Explicit teaching and modelling of writing in classes.	Teachers	Ongoing	
Use of collaborative teaching opportunities; ability grouping, peer support grouping, small group writing support group, TA groups etc – variety and range to suit.	Teachers SENCO	Ongoing	
Explore the use of digital technologies such as apps, Chromebooks, and ipads to support the target groups.	Teachers Whole School PD with Mandy	Ongoing	Ipads and other DT hardware, software and Apps
Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Use of PLD advisor, specialist teachers, school resources, TKI and other support material.	Teachers, Team Leaders DP	Ongoing	School Resources
Find opportunities to share students' writing goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences

Starting Position:

Initial Data - Beginning of Term 1

Student	Ideas	Structure & Language	Organisation	Vocabulary	Sentence Structure	Punctuation	Spelling	Total	Easttle Score
1.	3	3	3	3	4	3	4	23	2A
2.	4	3	3	3	3	3	3	22	2P
3.	2	3	3	3	2	1	2	16	1P
4.	4	3	3	3	2	2	3	20	2B
5.	3	3	5	3	2	3	3	22	2P

Student	Ideas	Structure & Language	Organisation	Vocabulary	Sentence Structure	Punctuation	Spelling	Total	Easttle Score
6.	3	3	5	3	2	2	4	22	2P
7.	2	3	3	3	2	3	3	19	2B
8.	2	3	3	3	2	3	3	19	2B

General areas to focus on based on Term 1 data:
- Elaboration of ideas, sequencing ideas
- Paragraphing, having lead-in sentences, subheadings (where applicable) and detailed sentences within
- Spelling- Targeted spelling groups based on learning spelling rules (The Code)
- Using punctuation with consistency
- Editing text, making it better, fixing errors and adding details
- Sentence structure
- Increasing vocab - topic-specific, through reading and by deliberately learning about new words (vocab walls, word jars, delving into class novels)

Check in- Mid-year review: Beginning Term 3

Student	Ideas	Structure & Language	Organisation	Vocabulary	Sentence Structure	Punctuation	Spelling	Total	Easttle Score
1.	4	3	3	3	3	3	2	21	2P
2.	4	4	3	3	3	4	2	23	2A
3.	3	3	3	3	3	3	3	21	2P
4.	4	3	3	3	3	3	4	24	2A
5.	3	4	3	4	3	3	3	23	2A
6.	3	3	5	3	4	3	4	25	3B
7.	3	3	3	3	3	3	3	21	2P
8.	4	4	5	3	3	3	4	26	3B

Both samples of writing were based on a recount structure so students had ideas to start with and could build on these.
Analysis:
Student 1: Has shown improvement in MSL data and word patterns but struggles with attention and finds writing overwhelming. With Learning Assistant support, he is focusing on sentence-level writing. He tends to rush and needs to practice adding and writing elaborate ideas in his own words, including improving his handwriting.

Student 2: New to school this year, transitioning from Year 5 to Year 6 due to age classification. She has progressed from 2P to 2A but faces spelling challenges and is supported through STEPS and CODE. As an ESOL learner (Afrikaans as her first language), she is improving her vocabulary and sentence structure.

Student 3: Recently diagnosed with ADHD, she is trialling focus strategies. Her handwriting fluency and speed have improved, and she has progressed from 1P to 2P. Repetition is essential for embedding new skills.

Student 4: Progressed from Level 2B to 2P with gains in ideas, sentence structure, and spelling through targeted interventions like CODE and STEPS. She writes independently, enjoys nonfiction topics, and is building confidence, though she needs continued teacher support to align with peers by year-end.

Student 5: Improved sentence structure and punctuation, progressing from 2B to 2A. His spelling has advanced due to targeted lessons, and he is on track to meet peer levels. Enthusiastic about writing, especially news reports, he now edits and proofreads independently.

Student 6: Through 7 Plus and STEPS, she has improved spelling and confidence in using advanced language. This progress is reflected in her writing, moving from 2P to 2A.

Student 7: Writes with more detail and accuracy, excelling in non-fiction topics. Despite inconsistent attendance, he has shown significant improvement, progressing from 2P to 3B in recount writing.

Student 8: Now at Level 3B in e-asTTle, she is a slow but thoughtful writer who needs extra time for tasks. She is developing her ability to write complex sentences and improving in spelling.

Final Data: Term 4

Student	Ideas	Structure & Language	Organisation	Vocabulary	Sentence Structure	Punctuation	Spelling	Total	Easttle Score
1.	3	4	5	3	4	3	2	24	2A
2.	4	4	3	3	4	4	3	25	3B
3.	3	4	4	3	3	3	3	23	2A
4.	4	3	4	4	3	3	4	26	3B
5.	3	3	4	3	2	3	3	21	2P
6.	3	3	3	3	3	3	4	22	2P
7.	4	3	4	3	3	3	4	25	3B
8.	4	3	4	3	3	4	4	25	3B

Final Analysis: End of Year

Year 5-6 Writing Level Progress for Target Students Over the Year
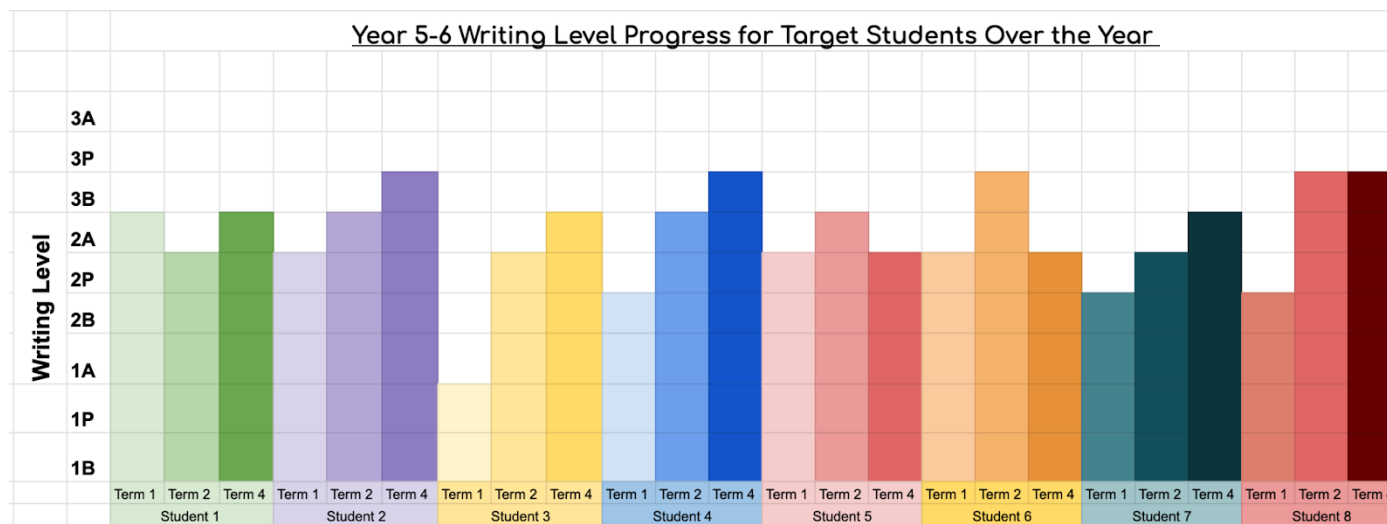
Student 1: Has progressed from 2P to 2A since the last e-asTTle assessment. Writing stamina has improved, particularly when distractions are minimized. Spelling remains a challenge, but there is progress in getting more than two basic ideas written.

Student 2: Progressed from 2P to 3B, showing improvement in writing stamina, ideas, elaboration, and descriptive language. Receives targeted MSL group support four times a week.

Student 3: Moved from 1P to 2A since the start of the year. Confidence and attitude toward writing have improved, with an increased ability to record and elaborate on ideas.

Student 4: Improved from Level 2A to 3B, reaching the level of most peers. Writing feels more natural and is now seen as a tool rather than a task.

Student 5: Gained confidence in longer writing tasks but still struggles with run-on sentences and limited vocabulary. More practice with extended writing and focused editing will help strengthen these areas going into Year 6.

Student 6: Enjoys writing nonfiction but struggles with organisation and taking risks in vocabulary or punctuation. Maintains strong spelling accuracy but needs to develop editing skills to identify and correct mistakes for greater progress. Is often absent.

Student 7: Progressed from Level 2P to 2A. Writing stamina and spelling have improved significantly, and their attitude toward writing is more positive.

Student 8: Maintained Level 3B, a pleasing improvement from an initial 2B in Term 1. Writes methodically, with coherent paragraphs and a mix of simple and basic complex sentences. Spelling has improved, with all basic words correct, and continued development on the Year 5/6 spelling list through CODE and STEPS programs.

Next steps:

- Continue to monitor these students as well as the 2025 target writers who will be in our team next year
- Continue using STEPS and supporting these students with targeted teaching/workshopping
- Continue to use the SevenPlus reading intervention to boost confidence and vocabulary- We are offering professional development in this area
- Continue teaching The Code (MSL), ensuring that these students have extra lessons to help them catch up with their peers
- Continue to change our writing programme to cater for the needs of the students in our class/team

STUDENT ACHIEVEMENT TARGET – ANALYSIS OF VARIANCE 2024

Strategic Goal: To raise the quality of Writing and levels of achievement throughout the school. Give priority to improving learning progress for all students.	**Target Area:** Writing

Target: Students identified (target group) will learn skills to write complex sentences with accuracy using a variety of sentence structures, beginnings and lengths for effect to make progress in their writing, appropriate to their needs and abilities, to meet their expected level of achievement.	**Team:** Intermediate Hub	**Year level:** 7/8
Target group: 1. Boy 2. Girl 3. Boy 4. Girl 5. Boy 6. Girl 7. Boy 8. Girl 9. Girl 10. Girl	**Ethnicity:** NZ Pakeha: 9 Chinese: 1	**Gender:** Boys: 4 Girls: 6

Action Plan:

Steps to be taken to meet the target:	*Who is responsible:*	*When:*	*Resource:*
Teachers will regularly assess the target group students.	Teachers	Ongoing	easTTle writing, writing samples
Team Leader will complete a Target mid-point review document, to review the progress being made, including gathering student voice.	Team Leader Teachers	End of Term 2	Target mid-point review document
Teachers will undertake professional learning in writing, both school-wide and personal, to improve their teaching practice. This will include the effective use of technology in literacy programmes.	Teachers DP ASL, WSLs Mandy D	Ongoing	PLD for staff - external and in-school. RAPLD hours (Mandy D)
Professional discussions on teaching of writing (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader WSLs	Ongoing	Team meeting time
Interviews with target group students to determine student's understanding and attitudes towards writing.	Teachers, Team Leaders	Mid Term 1 and Term 4	
Review and refine school-wide writing teaching techniques, resources and assessment methods.	Teachers WSLs	2024	Assessment resources Teaching resources
Explicit teaching and modelling of elements of writing in classes.	Teachers WSLs, working group	Ongoing	
Use of collaborative teaching opportunities; ability grouping, self-select workshops, peer support grouping, small group writing support group, LA groups etc – variety and range to suit.	Teachers Team Leaders SENCO	Ongoing	
Explore use of digital technologies such as apps, Chromebooks, ipads to support the target groups.	Teachers WSLs DPs Mandy D	Ongoing	Ipads and other DT hardware, software and Apps

Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Use of PLD advisor, specialist teachers, school resources, online sources and other support material.	Teachers, Team Leaders DP WSLs ASL	Ongoing	School resources & budgets
Find opportunities to share students' writing goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences etc

Starting Position:

Initial Data (and sources):

This is the students' initial writing levels from the end of 2023 and the beginning of 2024. Six students are just below the expected writing level with a level of 3.2. Student 4 has a writing level of 3.1 which is the lowest of all students and Students 2 and 10 are just within but are students who need to be constantly monitored. Student 8 has the highest curriculum writing level of 3.4 but showed in her E Asttle writing assessment that sentence structure and punctuation were areas that needed to be attended to.

Student	Beginning of the Year Curriculum Writing Level
1	3.2
2	3.3
3	3.2
4	3.1
5	3.2
6	3.2
7	3.2
8	3.4
9	3.2
10	3.3

This is the asTTle scale that measures students' performance. Scores range between 100-3000 points, with the national mean of Year 5-7 students set at around 1,500. A weighted score for each item, which takes into account the varying degrees of difficulty of items, is converted to the asTTle subject scale. This allows for more dependable variations between students' scores, and comparison of a student's past and present performance.

Student	Overall Score	Ideas Score	Structure Score	Organisation Score	Vocab Score	Sentence Score	Punctuation Score	Spelling Score	Overall Level
1	1447.0	1420.0	1484.0	1411.0	1443.0	1469.0	1391.0	1521.0	2A
2	1583.0	1585.0	1616.0	1629.0	1587.0	1591.0	1543.0	1521.0	3A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	1636.60	1585.0	1733.0	1629.0	1694.0	1591.0	1543.0	1656.0	4P

Student									
5	1565.0	1585.0	1616.0	1629.0	1587.0	1469.0	1391.0	1521.0	3A
6	1509.0	1420.0	1616.0	1629.0	1443.0	1469.0	1543.0	1365.0	3B
7	1469.0	1585.0	1484.0	1411.0	1443.0	1469.0	1391.0	1521.0	2A
8	1509.0	1585.0	1616.0	1521.0	1443.0	1469.0	1391.0	1521.0	3B
9	1509.0	1420.0	1616.0	1521.0	1587.0	1469.0	1543.0	1365.0	3B
10	1509.0	1420.0	1616.0	1521.0	1443.0	1591.0	1543.0	1365.0	3B

Commentary:

The students will be seen once a week to focus on different sentence structures. The focus will be on simple, compound, and complex sentences, and a range of vocabulary and language features will be used to add detail. This is a focus for students in their writing classes. This means these students will be getting hit with this learning twice, which will help retention.

Final Data/Results:

Student	Overall Score	Ideas Score	Structure Score	Organisation Score	Vocab Score	Sentence Score	Punctuation Score	Spelling Score	Overall Level
1	1529.0	1421.0	1617.0	1412.0	1587.0	1591.0	1544.0	1522.0	3P
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	1584.0	1702.0	1617.0	1522.0	1587.0	1591.0	1544.0	1522.0	3A
4	1584.0	1585.0	1485.0	1630.0	1587.0	1591.0	1544.0	1657.0	3A
5	1469.0	1421.0	1485.0	1522.0	1444.0	1470.0	1391.0	1522.0	2A
6	1566.0	1421.0	1617.0	1522.0	1587.0	1707.0	1544.0	1522.0	3A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	1566.0	1421.0	1617.0	1522.0	1587.0	1707.0	1544.0	1522.0	3A
9	1614	1702.0	1617.0	1522.0	1587.0	1591.0	1677.0	1657.0	4B
10	1566.0	1585.0	1617.0	1522.0	1587.0	1591.0	1544.0	1522.0	3A

This report focusses on the writing performance of a group of students across several key areas: Overall Score, Ideas, Structure, Organisation, Vocabulary, Sentence Fluency, Punctuation, and Spelling. Each student has also been assigned an Overall Level, ranging from 2A to 4B.

The top-performing student is Student 9, who achieved the highest Overall Score of 1614.0 and performed exceptionally well in Ideas, Punctuation, and Spelling, with scores of 1702.0, 1677.0, and 1657.0, respectively. This student is at a 4B level, which indicates advanced proficiency. Other strong performers include Students 3, 6, 8, and 10, all scoring between 1566.0 and 1584.0. These students are at the 3A level and excel in Sentence Fluency, with Students 6 and 8 achieving top scores of 1707.0.

On the other hand, Student 5 has the lowest Overall Score of 1469.0 and is at the 2A level. This student's weaker areas include Structure, Organisation, and Vocabulary, suggesting a need for additional support in these areas. Other students have some lower scores in Ideas, with multiple students scoring 1421.0, indicating room for improvement in generating and developing ideas. Two students (Students 2 and 7)

have missing data across all categories, which means their performance could not be assessed in this analysis. It was important to evaluate their work to ensure they received the necessary support.

Overall, the class shows strength in Sentence Fluency and Ideas, but there are areas where improvement is needed, particularly in Structure, Organisation, and Vocabulary for some students. To address these needs, targeted instruction and support will help improve these specific areas and enhance overall writing skills.

It is important to always remember that the results from the EAsttle test reflect only one day of testing and do not reflect their overall 2024 writing progress.

Student	End of Year Curriculum Writing Level
1	3.3
2	4.1
3	3.3
4	4.1
5	3.3
6	4.1
7	4.1
8	4.2
9	3.3
10	4.1

Analysis:

This report compares the writing levels of students from the beginning to the end of the year.

At the beginning of the year, most students were at a writing level of 3.2, with slight variation across the group. Six students were at this level, including Students 1, 3, 5, 6, 7, and 9. Two students, Students 2 and 10, had slightly higher scores of 3.3. Student 8 started the year with the highest score of 3.4, while Student 4 had the lowest at 3.1.

By the end of the year, there was noticeable progress across the class. Most students improved to a level of 4.1, with Students 2, 4, 6, 7, and 10 all reaching this level. Student 8 showed the most significant improvement, advancing from 3.4 to 4.2, achieving the highest level in the group. However, Students 1, 3, 5, and 9 only increased slightly to 3.3, showing more gradual progress compared to their peers.

In summary, most students demonstrated clear growth, moving from the 3.1-3.4 range at the beginning of the year to the 4.1-4.2 range by the end. While most students made strong progress, a few students need more growth.

Commentary:
The target group of students were chosen as they are all Year 7 students who are on the cusp of meeting the expected writing level or are just within. Although student 8 was achieving well within the expected level, as teachers we noticed some gaps in her writing that would benefit from being in this group.

The group's main focus was to learn skills to write complex sentences with accuracy using a variety of sentence structures, beginnings and lengths for effect.

To begin with the students were taught the differences between simple, compound and complex sentences. The students were given a range of simple sentences and then using their knowledge were asked to make them into compound sentences. The students found this to be easy as they understood that a compound sentence is a simple sentence which has a conjunction. This also led to teachings around conjunctions and the learning of FANBOYS - For, And, Nor, Because, Or, Yet and So. Some of the students did find it more difficult when learning about complex sentences as they found it difficult to get their head round a main clause and a subordinate clause.

From this, I decided to take the teaching back a step and decided to teach them the ABCDE method of editing and improving sentences. Prior to teaching this, I showed this method to the SLT team, who thought it was great so I then taught it to my target group. This method starts off with a simple sentence and then using the ABCDE teaching points, the students then change, adapt, build on and improve their sentence.
A - Add an interesting word
B - Change the beginning
C - Change a boring word
D - Delete a word
E - Change the ending.

The students enjoyed this, and we carried this on throughout the year. To maintain and check in on this, the students had 10 minute writing challenges which they used prompts to for ideas. They would then share their writing out loud or with a buddy. This would lead to discussion and the students then had time to edit their writing using the ABCDE method.

Points to consider:
- It was difficult to gain momentum with the target group as there are numerous interruptions and other events happening in the Intermediate Hub. Trying to timetable 30 minutes per week to see this group was difficult as students need to have a certain amount of hours a week dedicated to maths, reading and writing so taking them out of a particular subject was difficult.

Recommendations/Next Steps:
- A lot of this was based on narrative or informal writing, so in hindsight I should've focused on formal writing, such as report writing, explanations, and letters.
- More assessment of vocabulary and parts of speech; verbs, and adjectives
- Attempt more one on one assessment

D) Evaluation and analysis of the school's students' progress and achievement:

Background:

Reading is one of the priority learning areas of the New Zealand Curriculum. All kaiako use a range of assessments and observations to collect data to track student achievement. This is done through overall teacher judgements (OTJ) curriculum level-based reporting, which is then entered into the school's student management system, HERO.

In 2021 Reading was a staff professional learning focus with particular emphasis on a Structured Literacy approach. In 2024 we have continued to embed Structured Literacy across whole-school Reading programmes, and have used our in-school staff leaders to provide professional development. We continued to send a rotation of kaiako to Structured Literacy PLD, who then fed back on current best-practice pedagogies to the wider teaching team.

Students who have been identified as having specific needs in Reading are well known to class teachers and are catered for specifically in class programmes (both remedial and extension). The learning support team has programmes in place to assist those students who have significant learning needs and a learning needs register is maintained to keep track of students with identified needs. The Tier 3 Literacy Support programme run by Karyn Doocey, has continued in 2024 with a significant number of students benefiting.

Kaiako at Prebbleton School are committed to making a difference for all students and use a wide range of resources and strategies to engage students and accelerate progress as much as possible. Little Learners Love Literacy and Liz Kane's The Code are integral resources that guide our practice at Prebbleton. We continue to develop a strong collaborative relationship with Emma Clarke, our Resource Teacher of Literacy.

Values and Prebbleton Pathway:

The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement. The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.

The *Create Think Grow Bar Badge* will focus on leadership roles and responsibilities and service within the school community; it is only available to students in Years 7&8.

Achievement Data:

The four teams all collect Reading achievement data from a range of sources including running records, observation, student conferencing and student voice, conversations and formal assessments as appropriate (AsTTLe, STAR, Probes, LLARS etc). The teachers use this information to make an overall teacher judgement of a student's progress against the New Zealand Curriculum levels. This data is collated via Hero and analysed to formulate this report. Cumulative data for 2021, 2022, 2023 and 2024 is presented as 'graduate tracking' graphs to show the progress of cohorts over that period.

In 2025 Reading will continue as a major focus area for staff professional development and will provide the opportunity to analyse our schoolwide practices to ensure our pedagogy reflects current best practice in line with the refreshed New Zealand Curriculum.

The table below shows a basic overview of the progression through the New Zealand Curriculum.

Progression through the New Zealand Curriculum Levels	
Year 1 and 2	Children will be <u>predominantly</u> be working at Level **1** of the NZ curriculum
Year 3 and 4	Children will be <u>predominantly</u> be working at Level **2** of the NZ curriculum
Year 5 and 6	Children will be <u>predominantly</u> be working at Level **3** of the NZ curriculum
Year 7 and 8	Children will be <u>predominantly</u> be working at Level **4** of the NZ curriculum

Year Level	Commentary
0-2	Student achievement data has been analysed for 195 students in this cohort. • 194 students are working within or above the expected level, NZ Curriculum Level 1. • 1 student is identified as working towards the level expected. • There is 1 Māori student identified as working towards the expected curriculum level. • None of the identified students receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Reading at these levels are catered for successfully within the class and collaborative environment and teachers are using a range of strategies and learning resources to support their students. The School Scope and Sequence and Little Learners Love Literacy have been core resources for explicit instruction. Individual needs are also supported with explicit instruction through Tier 2 and Tier 3 Structured Literacy Learning Assistants.
3-4	Student achievement data has been analysed for 123 students in this cohort. • 102 students are working within or above the expected level, NZ Curriculum Level 2. • 21 students are identified as working towards the level expected. • Of these identified students, 13 are boys, 8 are girls. • There are 3 Māori students identified as working towards the expected curriculum level. • 2 of the identified students receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Reading at these levels are catered for successfully within the class and collaborative environment and teachers are using a range of strategies and learning resources to support their students. Programmes such as The Code and Little Learners Love Literacy are used in class to support acceleration. Individual needs are also supported with explicit instruction through Tier 2 and Tier 3 Structured Literacy Learning Assistants.
5	Student achievement data has been analysed for 84 students in this cohort. • 70 students are working within or above the expected level, NZ Curriculum Level 3. • 14 students are identified as working towards the expected level. • Of these identified students, 6 are boys, 8 are girls. • 1 student (girl) is identified as working well below the expected level. • There is 1 Māori student identified as working towards the expected curriculum level. • 2 of the identified students receive ESoL funding for additional support in class. • 1 ESoL student is identified as below and 1 is well below the expected level of achievement. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Reading at these levels are catered for successfully within the class and collaborative environment and teachers use a range of interventions as appropriate to attempt to accelerate progress, including SevenPlus, Study Ladder, STEPS, Read Theory, Readworks, decodable texts, differentiated tasks and groups, and aspects of the SL programme.
6	Student achievement data has been analysed for 58 students in this cohort. • 54 students are working within or above the expected level, NZ Curriculum Level 3. • 4 students are identified as working towards the expected level. • Of these identified students, all 4 are girls. • There is 1 Māori student identified as working towards the expected curriculum level. • There are no students identified as working below who receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Reading at these levels are catered for successfully within the class and collaborative environment and teachers use a range of interventions as appropriate to attempt to accelerate progress, including SevenPlus, Study Ladder, STEPS, Read Theory, ReadWorks, decodable texts, differentiated tasks and groups, and aspects of the SL programme.

7	Student achievement data has been analysed for 59 students in this cohort. • 51 students are working within or above the expected level, NZ Curriculum Level 4. • 8 students are identified as working towards the expected level. • Of these identified students, 4 are boys, 4 are girls. • All Māori students are working within or above the expected curriculum level. • 1 identified student receives ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Reading at these levels are catered for successfully within the class and collaborative environment and teachers use a range of interventions as appropriate to attempt to accelerate progress, including STEPS, SevenPlus, The Code, decodable texts, differentiated tasks and groups, and aspects of the SL programme.
8	Student achievement data has been analysed for 69 students in this cohort. • 55 students are working within or above the expected level, NZ Curriculum Level 4. • 13 students are identified as working towards the expected level. • Of these identified students, 9 are boys, 4 are girls. • 1 student (boy) is identified as working well below the expected level. • There are 5 Māori students identified as working towards the expected curriculum level. • No ESoL funded students are identified as needing additional learning support for Reading. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Reading at these levels are catered for successfully within the class and collaborative environment and teachers use a range of interventions as appropriate to attempt to accelerate progress, including STEPS, SevenPlus, The Code, decodable texts, differentiated tasks and groups, and aspects of the SL programme.

Overall 89% of Prebbleton School students are working at the expected level. No change from 2023.

There are significant areas of overlap between class-based interventions that may be in place for Reading and those in place for Writing, especially in the Year 0-4 classes.

Notes on Interventions:

- STEPS programme (Steps to Literacy): This is a computer based programme that supports students in Reading and Writing and is used predominantly with students in Years 5 - 8. The Learning Assistants run this programme under the supervision of our SENCO, Jo Neal and Tier 3 Literacy Intervention Learning Assistant, Karyn Doocey.

- ESOL Support: Students who speak languages other than English receive Learning Assistant support. This programme is overseen by Jo Neal in her SENCo role.

- Structured Literacy: 2024 has seen the continuation of our big push in the area of Structured Literacy. A structured literacy approach is a highly explicit and systematic way of teaching the important components of literacy. These components include both foundational skills, e.g. decoding, spelling, handwriting and letter formation, and higher-level literacy skills, e.g. reading comprehension, written expression. Staff have been part of professional learning and will continue this moving into 2025.

- Learning Support: In 2024 the Board funded Structured Literacy support programme, developed in 2023, has continued to be very successful in accelerating progress for students who are identified as needing additional support. The Tier 3 Literacy Intervention Learning Assistant worked closely with the Resource Teacher of Literacy in 2024 to ensure pedagogies are current and best practice. This will continue in 2025.
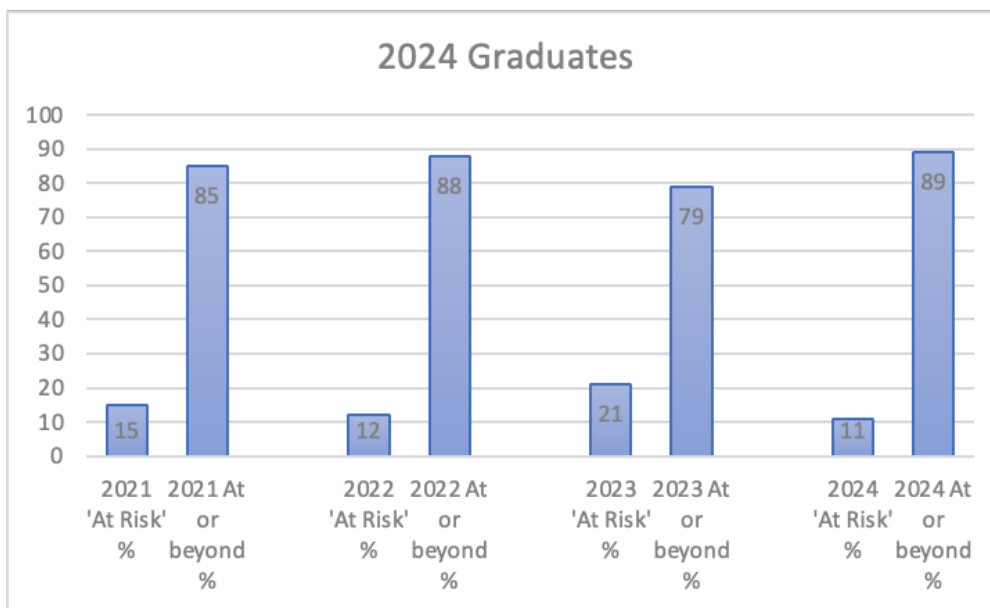
'Graduate' Tracking:
The graphs below show the percentage of students at risk vs the percentage of children at or beyond the expected level over recent years. This data is presented as 'Graduate' cohorts i.e. the year that students will exit from Prebbleton School and move on to high school.
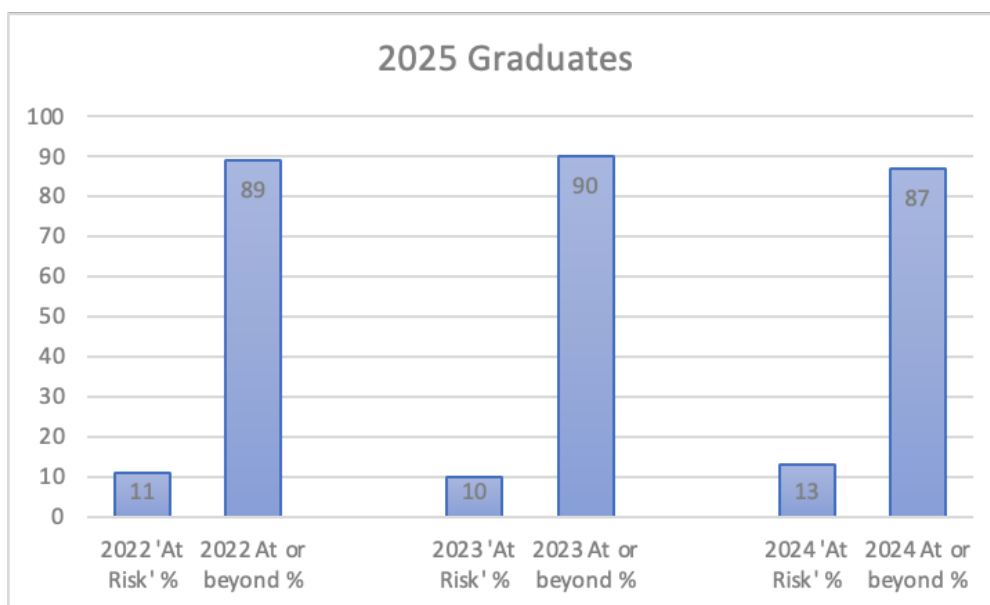
G 2024 = current Year 8
G 2025 = current year 7
G 2026 = current Year 6
G 2027 = current Year 5

Each year will add to the cumulative nature of the information shown in the graphs and may allow broader judgements to be made regarding each cohort.
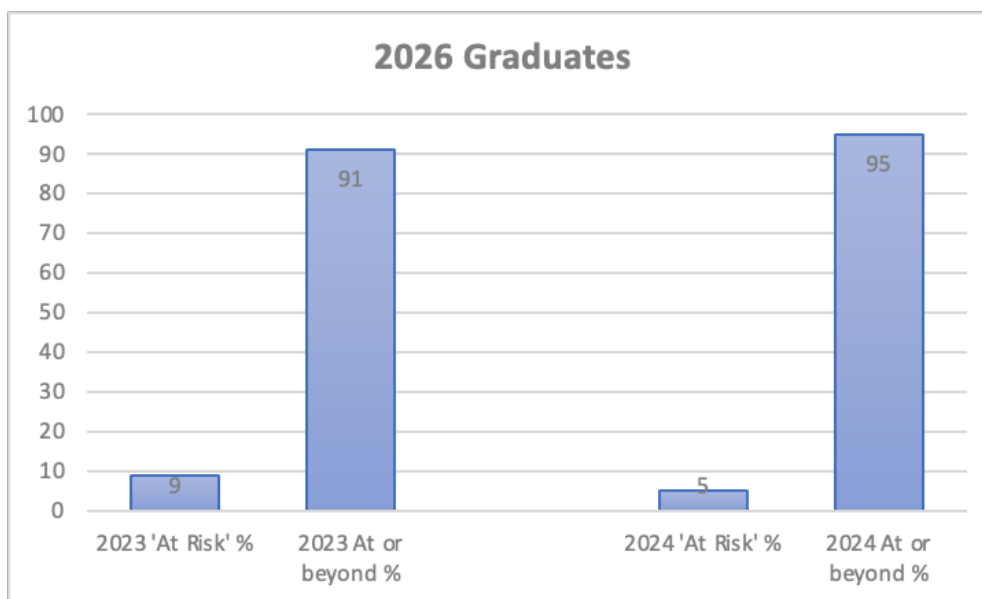
Key points to note in the data shown are, firstly, the pronounced difference between the percentage of students achieving at the level expected vs the percentage of those who require additional support, and secondly, the general consistency of the results between the years shown.

Current Year 8

Current Year 7

2026 Graduates

	2023 'At Risk' %	2023 At or beyond %	2024 'At Risk' %	2024 At or beyond %
Value	9	91	5	95

Current Year 6

2027 Graduates

	2024 'At Risk' %	2024 At or beyond %
Value	15	85
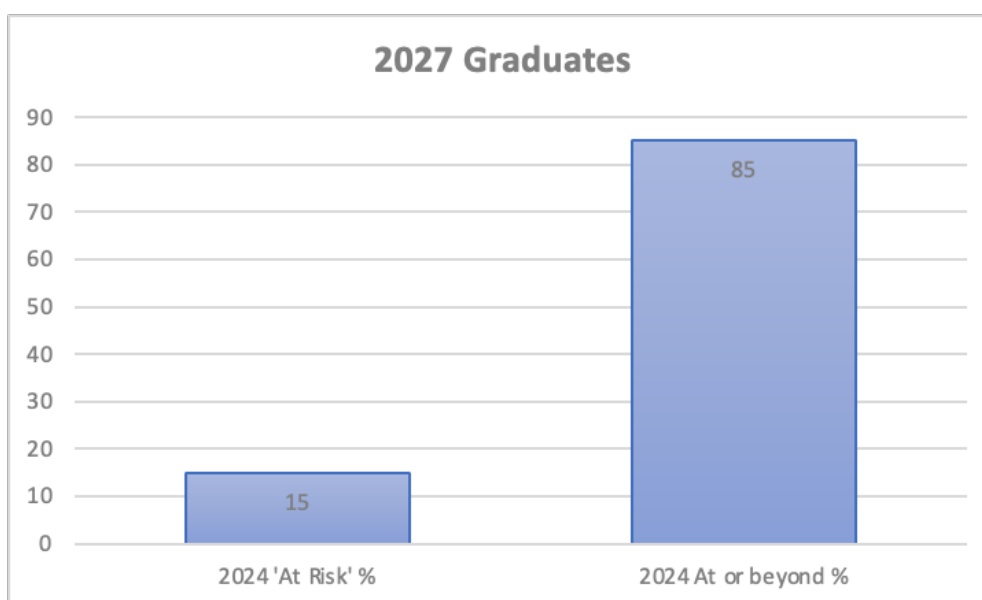
Current Year 5

Gender Differences:

In **2024** results show that 91% of boys and 90% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

In **2023** results show that 90% of boys and 89% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

In **2022** results show that 90% of boys and 93% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

In **2021** results show that 81% of boys and 90% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

In **2020** results show that 92% of boys and 98% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2019** results show that 92% of boys and 98% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2018** results show that 89.5% of boys and 96.9% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2017** National Standard results showed that 82.7% of boys, and 91.7% of girls were working at or above the National Standard.

It has been noted in previous student achievement reports that there have been particular year levels where the achievement of boys has been lower than that of girls. In 2021, this was particularly true for the Year 5 cohort where 10 of the 12 'at risk' students were boys and in the Year 6 cohort where five of the six 'at risk' students were boys. In 2023 this group of boys is again prominent in the number who require support as Year 7 students. In 2023 there was a group of Year 3 girls who were working towards the expected level of achievement. This group represented over 35% of the entire cohort of Year 3 girls.

In 2024 two groups of students stood out as larger cohorts who are 'at risk' of not achieving at the expected level. A Year 5 cohort of 9 girls will be monitored going into Year 6 in 2025, as will a Year 3 cohort of 9 boys heading into Year 4 in 2025.

Māori Student Achievement:
The achievement of Māori students is specifically tracked individually through the Māori and Pasifika Tracking document. This is reviewed three times during the year and provides an overview of the student's current level and the next steps for learning as well as noting any specific interventions that are in place or learning needs that are emerging.

In general, the achievement of this group has compared well to the achievement across all student ethnicities. In 2021 the number of Māori students working towards the expected level or 'at risk' was higher than in previous years (10 out of 36 students which is 28%). In 2022 eight out of the 43 Māori students were working towards the level expected (18% of the cohort). In 2023 there are nine Māori students who are working towards the expected level. In 2024 there are 11 out of 58 students working towards the expected level. This represents 19% of all of Māori students although it needs to be noted that not all of the students that are working towards the expected level are significantly 'at risk'.

Further Data:
The needs of our students remain the fundamental consideration i.e. using quality data from a range of sources to allow teachers to support the learning of all their students. The data collected by the teams also feeds into the next learning steps for students and for learning support programmes and allows students with specific areas requiring a 'boost' to access timely help.

Next steps:
- Revisit Māori achievement data from 2024 to ensure that students working towards the expected level are making progress.
- Continue to track individual students and cohorts using a variety of tools to ensure that the specific needs of those students are being met e.g. Learning Needs register and the Māori and Pasifika Tracking document. Review and adapt these documents as necessary.
- Ensure all staff are provided with professional development opportunities to understand the changes and support best practice teaching and learning programmes within our kura.
- All teaching staff are enrolled for MoE Structured Literacy professional development in 2025.
- Implement new changes to learning goals at Year levels, e.g. Curriculum Levels to Curriculum Phases.
- Continue to support the Structured Literacy practice across the school through the board-funded specialist Learning Assistant time (currently 22 hours per week), and professional development for all Learning Assistants.
- Continue to purchase resources, e.g. decodable texts, for use across the school to support structured literacy instruction.
- Establish clear guidelines and practices to build upon the high-quality learning support programme.
- Ensure that students are well supported and challenged through whole-class and explicit group instruction so that they continue to make progress.
- Provide further Learning Assistant support for students where required, and as funding allows.
- Continue to embed digital literacies within the Reading programme using BYOD, Google Drive, Epic, etc.
- Ensure that there are regular opportunities across, and within teams to discuss data which is gathered and used for OTJs, and include regular moderation to ensure the reliability of OTJs made.

Background:
Writing is one of the priority learning areas of the New Zealand Curriculum. Kaiako use a range of assessments and observations to collect data to track student achievement. This is done through overall teacher judgements (OTJ) curriculum level-based reporting, which is then entered into the school's student management system, HERO.

Students who have been identified as having additional needs in writing are well known to class teachers and are catered for specifically in class programmes (both remedial and extension). The learning support team is able to put programmes in place to assist students who have significant learning needs and a learning support register is maintained to keep track of students with identified needs.

Kaiako at Prebbleton School are committed to making a difference for every student in the school and use a wide range of resources and strategies to engage students and accelerate progress wherever possible.

In 2024 Writing was a focus for staff professional learning. In their Kāhui Ako Within School Leadership role, two staff members, Liz L and Vanessa M, led all kaiako in professional learning. Vanessa will continue this role in 2025. Professional learning for kaiako focused on The Writing Revolution, The Writing Teacher - Helen Walls, Massey University's Dr Christine Baird, The Writing Book by Sheena Cameron & Louise Dempsey, The Syntax Project and The Morphology Project. Developing common practices, school-wide, was a focus and will continue to be again in 2025.

Values and Prebbleton Pathway:
The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement. The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.
The *Create Think Grow* bar badge will focus on leadership roles and responsibilities and service within the school community; it is only available to students in Years 7&8.

Achievement Data:
The four teaching teams collect writing achievement data from a range of sources including observation, student conferencing and student voice, conversations, moderation and formal assessments as appropriate (e.g. AsTTLe). Teachers also use the writing progressions that we have developed as a school, to support making curriculum level judgements for students and in setting individual writing goals on Hero (the school SMS). Team-based discussion and moderation of writing are regular and important aspects of assessment practice. Kaiako use all of the information available to make an overall teacher judgement of a student's progress against the New Zealand Curriculum levels. This data is collated via Hero and analysed to formulate this report. Cumulative data for 2021, 2022, 2023 and 2024 is presented as 'graduate tracking' graphs to show the progress of cohorts over that period.

In the 2022 Writing student achievement report we noted a decline (2021 and 2022) of the percentage of students at or beyond the level expected in writing. Several reasons were thought to have contributed to the decline over the 2021-2022 period, including a change in the way teachers assess students with the alignment of writing to match our Structured Literacy Reading programme (there are now increased levels of expectation of students in proving they have met goals). Our writing goals are now much more 'concrete' which has removed the level of subjectivity around whether students have met them or not. In the 2022 report, the negative effect of the Covid pandemic on student achievement in writing was commented on. After a year-long professional development focus for kaiako on Writing, it is pleasing to note that there has been an increase in the 2024 data with **84%** of students achieving at or above the expected level in writing.

In 2025 Writing will continue as a major focus area for staff professional development and will provide us the opportunity to analyse our schoolwide practices to ensure our pedagogy reflects current best practice in line with the refreshed New Zealand Curriculum.

The table below shows a basic overview of the progression through the New Zealand Curriculum.

Progression through the New Zealand Curriculum Levels	
Year 1 and 2	Children will be <u>predominantly</u> be working at Level **1** of the NZ curriculum
Year 3 and 4	Children will be <u>predominantly</u> be working at Level **2** of the NZ curriculum
Year 5 and 6	Children will be <u>predominantly</u> be working at Level **3** of the NZ curriculum
Year 7 and 8	Children will be <u>predominantly</u> be working at Level **4** of the NZ curriculum

Year Level	Commentary
0-2	Student achievement data has been analysed for 195 students in this cohort. • 194 students are working within or above the expected level, NZ Curriculum Level 1. • 1 student is identified as working towards the level expected. • There is 1 Māori student identified as working towards the expected curriculum level. • No ESoL funded students are identified as needing additional learning support for Writing. Student(s) who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Writing at these levels are catered for within the class and collaborative environment and teachers are using a range of strategies and learning resources to support their students. The Syntax Project and Dr Helen Walls's handwriting programme have been core resources for explicit instruction. Individual needs are also supported with explicit instruction through Tier 2 and Tier 3 Structured Literacy Learning Assistants.
3-4	Student achievement data has been analysed for 123 students in this cohort. • 94 students are working within or above the expected level, NZ Curriculum Level 2. • 29 students are identified as working towards the level expected. • Of these identified students, 19 are boys, 10 are girls. • There are 3 Māori students identified as working towards the expected curriculum level. • 3 of the identified students receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Writing at these levels are catered for within the class and collaborative environment and teacher's classroom programmes focus on providing a wide range of writing opportunities, the use of digital technologies where appropriate, and group-supported writing. The Syntax Project and Dr Helen Walls's handwriting programme have been core resources for explicit instruction. Individual needs are also supported with explicit instruction through Tier 2 and Tier 3 Structured Literacy Learning Assistants.
5	Student achievement data has been analysed for 84 students in this cohort. • 57 students are working within or above the expected level, NZ Curriculum Level 3. • 26 students are identified as working towards the expected level. • Of these identified students, 13 are boys, 13 are girls. • 1 student is identified as working well below their expected level. • There is 1 Māori student identified as working towards the expected curriculum level. • 2 of the identified students receive ESoL funding for additional support in class. • 1 ESoL student is identified as below and 1 is well below the expected level of achievement. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Writing at these levels are catered for within the class and collaborative environment and teachers' classroom programmes focus on providing a wide range of writing opportunities, the use of digital technologies where appropriate, and group-supported

	writing. Programmes are used to support and accelerate writing such as StepsWeb, Kidle, The Code, The Morphology Project and Study Ladder.
6	Student achievement data has been analysed for 58 students in this cohort. • 54 students are working within or above the expected level, NZ Curriculum Level 3. • 4 students are identified as working towards the expected level. • Of these identified students, all 4 are girls. • 1 student is identified as working well below their expected level. • There is 1 Māori student identified as working well below the expected curriculum level. • There are no students identified as working below that receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Writing at these levels are catered for within the class and collaborative environment and teacher's classroom programmes focus on providing a wide range of writing opportunities, the use of digital technologies where appropriate, and group-supported writing. Programmes are used to support and accelerate writing such as StepsWeb, Kidle, The Code, The Morphology Project and Study Ladder.
7	Student achievement data has been analysed for 59 students in this cohort. • 48 students are working within or above the expected level, NZ Curriculum Level 4. • 11 students are identified as working towards the expected level. • Of these identified students, 9 are boys, 2 are girls. • All Māori students are working within or above the expected curriculum level. • 2 identified students receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Writing at these levels are catered for within the class and collaborative environment and teacher's classroom programmes focus on providing a wide range of writing opportunities, the use of digital technologies where appropriate, and group-supported writing. Programmes are used to support and accelerate writing such as The Code, Sheena Cameron's The Writing Book and Dr Helen Walls' Handwriting Programme.
8	Student achievement data has been analysed for 69 students in this cohort. • 53 students are working within or above the expected level, NZ Curriculum Level 4. • 14 students are identified as working towards the expected level. • Of these identified students, 11 are boys, 3 are girls. • 2 students (boys) are identified as working well below the expected level. • There are 5 Māori students identified as working towards the expected curriculum level. • No ESoL funded students are identified as needing additional learning support for Writing. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Writing at these levels are catered for within the class and collaborative environment and teacher's classroom programmes focus on providing a wide range of writing opportunities, the use of digital technologies where appropriate, and group-supported writing. Programmes are used to support and accelerate writing such as The Code, Sheena Cameron's The Writing Book and Dr Helen Walls' Handwriting Programme.

Overall, 84% of Prebbleton School students are working at or beyond the level expected. This is an improvement from 2023.

There are significant areas of overlap between class-based interventions that may be in place for Writing and those in place for Reading, especially in the Year 0-4 classes.

Specific Interventions:
• <u>STEPS programme (Steps to Literacy):</u> This is a computer-based programme that supports students in Reading and Writing and is used predominantly with students in Years 5 - 8. The Learning Assistants run this programme under the supervision of the SENCO.

- ESOL Support: Students who speak languages other than English receive Learning Assistant support. This programme is overseen by the SENCO.

- Structured Literacy: 2024 has seen the continuation of our big push in the area of Structured Literacy. This programme emphasises students decoding by reading and encoding by writing using the alphabetic principle. Staff have been part of professional learning over 2024, keeping up-to-date with current pedagogies and practices, and will continue this moving into 2025. In 2024 the Structured Literacy Support programme, started in 2023, was continued. With its targeted focus on decoding and encoding, this has been a very successful addition to the Learning Support programme. It is Board funded and will continue in 2025.

- Handwriting: Significant PLD was focused on how to teach the skill of handwriting and the benefits of explicit instruction. Guidelines have been set up to ensure there is a consistent approach and expectation on the delivery of this part of the Writing curriculum. Goals have been added in HERO to reflect this renewed focus and these have been staggered throughout the various levels to ensure progression of skills from Year 1-8. Overall, students have made significant gains in their attitude and skill level of handwriting.
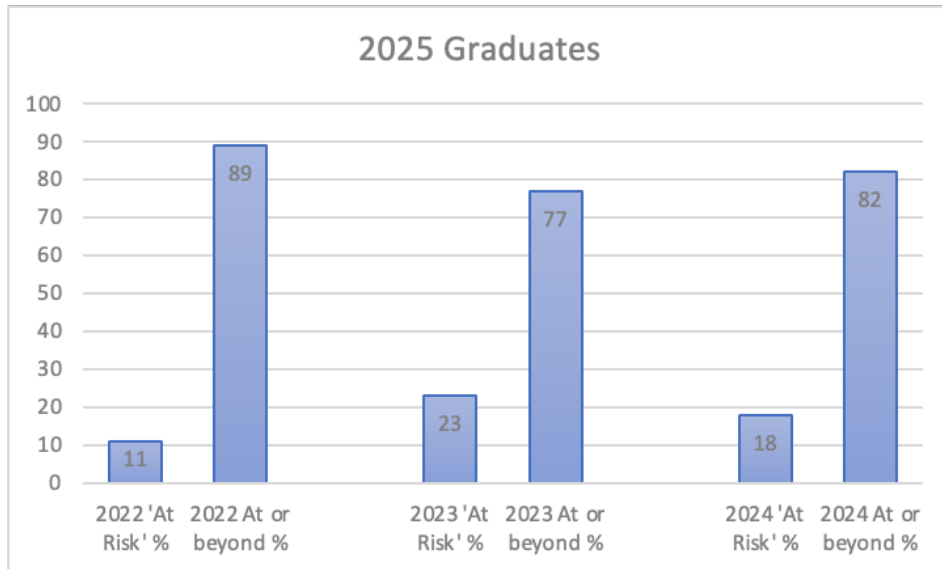
'Graduate' Tracking:
The graphs below show the percentage of students at risk vs the percentage of children at or beyond the expected level over recent years. This data is presented as 'Graduate' cohorts i.e. the year that students will exit from Prebbleton School and move on to high school.

G 2024 = current Year 8
G 2025 = current year 7
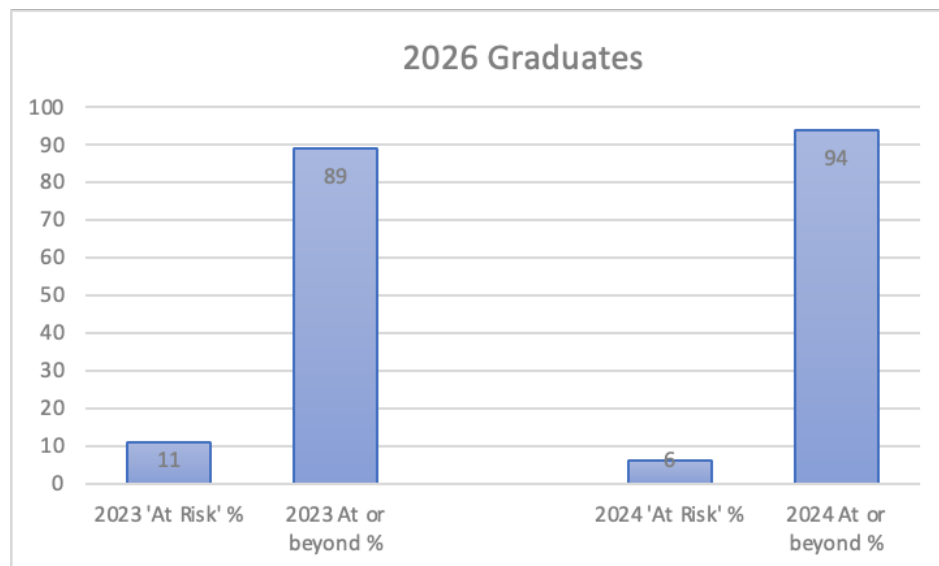G 2026 = current Year 6
G 2027 = current Year 5

Each year will add to the cumulative nature of the information shown in the graphs and may allow broader judgements to be made regarding each cohort.

Key points to note in the data shown are, firstly, the pronounced difference between the percentage of students achieving at the level expected vs the percentage of those who require additional support, and secondly, the general consistency of the results between the years shown.
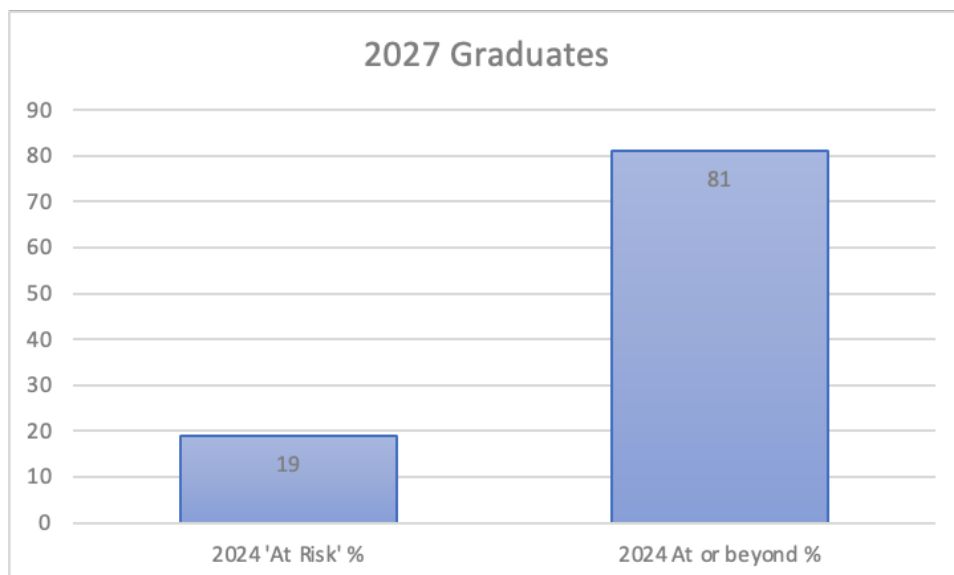

Current Year 8

2025 Graduates

Category	Value
2022 'At Risk' %	11
2022 At or beyond %	89
2023 'At Risk' %	23
2023 At or beyond %	77
2024 'At Risk' %	18
2024 At or beyond %	82

Current Year 7

2026 Graduates

Category	Value
2023 'At Risk' %	11
2023 At or beyond %	89
2024 'At Risk' %	6
2024 At or beyond %	94

Current Year 6

2027 Graduates

Category	Value
2024 'At Risk' %	19
2024 At or beyond %	81

Current Year 5

Gender Differences:

The **2024** results show that 85% of boys and 87% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2023** results show that 81% of boys and 83% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2022** results show that 82% of boys and 87% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2021** results show that 79% of boys and 88% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2020** results show that 94% of boys and 97% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2019** results show that 88% of boys and 97% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2018** results show that 91% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

It has been noted in previous student achievement reports that there have been particular year levels where the achievement of boys has been lower than that of girls. In 2021, this was true for the Year 5 and Year 6 cohorts. These groups remained a focus in Years 6 and 7 in 2022. In 2023 there were some significant gender differences in the number of girls who were working towards the expected level at Years 3 and 4, and for the Year 7 Boys.

In 2024 three groups of male students stood out as larger cohorts who are 'at risk' of not achieving at the expected level. 11 Year 3 boys, 13 Year 5 boys and 9 Year 7 boys. These groups will be monitored closely in 2025. A Year 5 cohort of 14 girls will be monitored as they head into Year 6 in 2025.

Māori student achievement:

Achievement of Māori students is specifically tracked individually through the Māori and Pasifika Register. This is reviewed several times during the year and provides an overview of the student's current level and the next steps for learning as well as noting any specific interventions that are in place or learning needs that are emerging.

In general, in the past, the achievement of this group has compared well to the achievement across all student ethnicities. In 2022 ten of 43 Māori students were working towards the level expected. This was 23% of this group. In 2023, 11 of the 45 students in this cohort were working towards the level expected. This is 24% of the group.

Moving forward, in 2024, 11 of 58 students were working towards and 1 student was identified as working well below the expected level of achievement for Reading. This is 21% of the group.

It should be noted that as with the other key learning areas, the smaller number of students in this group has a bigger impact on the percentage of students in each group.

Further data:

Specific needs of students remain a fundamental consideration. Using quality data from a range of sources allows kaiako to support the learning of all their students. The data collected by the teams also feeds into planning for the next learning steps and the learning support programmes and allows students with specific areas requiring a 'boost' to access timely help.

Next steps:

- Revisit Māori achievement data from 2024 to ensure that students working towards the expected level are making progress
- Continue to track individual students and cohorts using a variety of tools to ensure that the needs of those students are met e.g. Learning Support register and the Māori and Pasifika Tracking document (and refining these documents as necessary).
- Ensure all staff are provided with professional development opportunities to understand the changes and support best practice teaching and learning programmes within our kura.
- Implement new changes to learning goals at Year levels, e.g. Curriculum Levels to Curriculum Phases.
- Aligned with the current PLD focus; will be an opportunity to review our *assessment* practices related to writing.
- Maintain and build upon the high-quality learning support programme.
- Ensure that students are well supported and challenged within appropriate groupings in class so that they continue to make progress.
- Provide further Learning Assistant support hours, where required, and as funding allows.
- Provide PLD for Learning Assistants as necessary and available.

- Continue to embed digital literacies within the writing programme using BYOD, Google Drive, and Hero.
- Ensure that there are regular opportunities across, and within teams to discuss data which is gathered and used for OTJs, and include regular moderation to ensure the reliability of OTJs made.

Schoolwide Mathematics: Student Achievement Report 2024

Background:

Mathematics is one of the priority learning areas of the New Zealand Curriculum. All kaiako use a range of assessments and observations to collect data to track student achievement. This is done through overall teacher judgements (OTJ) curriculum level-based reporting, which is entered into the school's student management system, HERO.

Class teachers are well aware of students who have been identified as having specific learning needs in maths and cater to them in class programmes (both support and extension). In some cases, the learning support team has been involved in assisting students who have significant learning needs. A learning support register is maintained to keep track of students with identified needs.

In 2024 Maths was a focus for staff professional learning. For the second year, Maths leaders across the school have worked with The Learner First facilitators, including Rob Proffitt-White. We lead a cluster of ten schools, in a PLD contract with The Learner First. In 2024 Becky B was appointed with leadership responsibility to lead professional learning in Maths alongside Sarah W who continues to lead Maths PLD in an Across School Leadership role within our Kāhui Ako.

Kaiako at Prebbleton School are committed to making a difference for all students and use a wide range of resources and strategies to engage students and accelerate progress as much as possible.

Values and Prebbleton Pathway:

The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement. The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.

The *Create Think Grow* bar badge will focus on leadership roles, responsibilities and service within the school community; it is only available to students in Years 7&8.

Achievement Data:

The four learning teams collect Maths achievement data from a range of sources including observation, student conferencing and student voice, as well as formal assessments as appropriate, e.g. AsTTLe, GLOSS, Ikan. Team-based discussion and professional conversations are also a priority. Kaiako use all of the information available to make an overall teacher judgement of a student's progress against the New Zealand Curriculum levels. This data is collated and analysed to formulate this report. Cumulative data for 2021, 2022, 2023 and 2024 is presented as 'graduate tracking' graphs and shows the progress of selected cohorts over that period.

In 2025 Maths will continue as a major focus area for staff professional development and will provide us the opportunity to analyse our schoolwide practices to ensure our pedagogy reflects current best practice in line with the refreshed New Zealand Curriculum maths learning area.

The table below shows a basic overview of the progression through the New Zealand Curriculum.

Progression through the New Zealand Curriculum Levels	
Year 1 and 2	Children will be predominantly be working at Level **1** of the NZ curriculum
Year 3 and 4	Children will be predominantly be working at Level **2** of the NZ curriculum
Year 5 and 6	Children will be predominantly be working at Level **3** of the NZ curriculum
Year 7 and 8	Children will be predominantly be working at Level **4** of the NZ curriculum

Year Level	Commentary
0-2	Student achievement data has been analysed for 195 students in this cohort. • 194 students are working within or above the expected level, NZ Curriculum Level 1. • 1 student in Year 2 is identified as working towards the level expected. • The majority of Māori students are achieving at the expected curriculum level. • None of the identified students receive ESoL funding for support. The identified student is well known to teachers and interventions are in place to support his progress. Students with learning needs in Maths at these levels are catered for successfully within the classroom and collaborative environment and teachers are using a range of strategies and learning resources to support their students.
3-4	Student achievement data has been analysed for 123 students in this cohort. • 102 students are working within or above the expected level, NZ Curriculum Level 2. • 20 students are identified as working towards the level expected. • Of these identified students, 9 are boys, 11 are girls. • There are 4 Māori students identified as working towards the expected curriculum level. • One of the identified students receives ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Maths at these levels are catered for within the class and collaborative environment and teachers are using a range of strategies and learning resources to support their students.
5	Student achievement data has been analysed for 84 students in this cohort. • 66 students are working within or above the expected level, NZ Curriculum Level 3. • 19 students are identified as working towards the expected level. • Of these identified students, 6 are boys, 13 are girls. • There are 5 Māori students identified as working towards the expected curriculum level. • 2 of the identified students receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Maths at these levels are catered for within the class and collaborative environment and teachers are using a range of strategies and learning resources to support their students including workshops, 1-1 teaching, differentiated programmes etc. Protech, Hit the Button, Maths Whizz, NZ Times Tables and Freckle are some of the in-class support programmes that are in place to accelerate learning.
6	Student achievement data has been analysed for 58 students in this cohort. • 51 students are working within or above the expected level, NZ Curriculum Level 3. • 7 students are identified as working towards the expected level. • Of these identified students, 2 are boys, 5 are girls. • There is 1 Māori student identified as working towards the expected curriculum level. • 1 identified student receives ESoL funding for additional support in class.

	All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Maths at these levels are catered for within the class and collaborative environment and teachers are using a range of strategies and learning resources to support their students including workshops, 1-1 teaching, differentiated programmes etc. Protech, Hit the Button, Maths Whizz, NZ Times Tables and Freckle are some of the in-class support programmes that are in place to accelerate learning.
7	Student achievement data has been analysed for 59 students in this cohort. • 46 students are working within or above the expected level, NZ Curriculum Level 4. • 13 students are identified as working towards the expected level. • Of these identified students, 9 are boys, 4 are girls. • There are 2 Māori students identified as working towards the expected curriculum level. • 5 identified students receive ESoL funding for additional support in class. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Maths at these levels are catered for within the class and collaborative environment and teachers are using a range of strategies and learning resources such as Basic Facts, Cantamaths, and Banquer to support their students including workshops, 1-1 teaching, differentiated programmes etc.
8	Student achievement data has been analysed for 69 students in this cohort. • 59 students are working within or above the expected level, NZ Curriculum Level 4. • 11 students are identified as working towards the expected level. • Of these identified students, 7 are boys, 4 are girls. • There are 4 Māori students identified as working towards the expected curriculum level. • No ESoL funded students are identified as needing additional learning support for Maths. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class. Students with learning needs in Maths at these levels are catered for within the class and collaborative environment and teachers are using a range of strategies and learning resources such as Basic Facts, Cantamaths, Banquer to support their students including workshops, 1-1 teaching, differentiated programmes etc.

Overall in Mathematics, 88% of Prebbleton School students are working within or above the level expected. No change from 2023.

'Graduate' Tracking:
The graphs below show the percentage of students at risk vs the percentage of children at or beyond the expected level over recent years. This data is presented as 'Graduate' cohorts i.e. the year that students will exit from Prebbleton School and move on to high school.
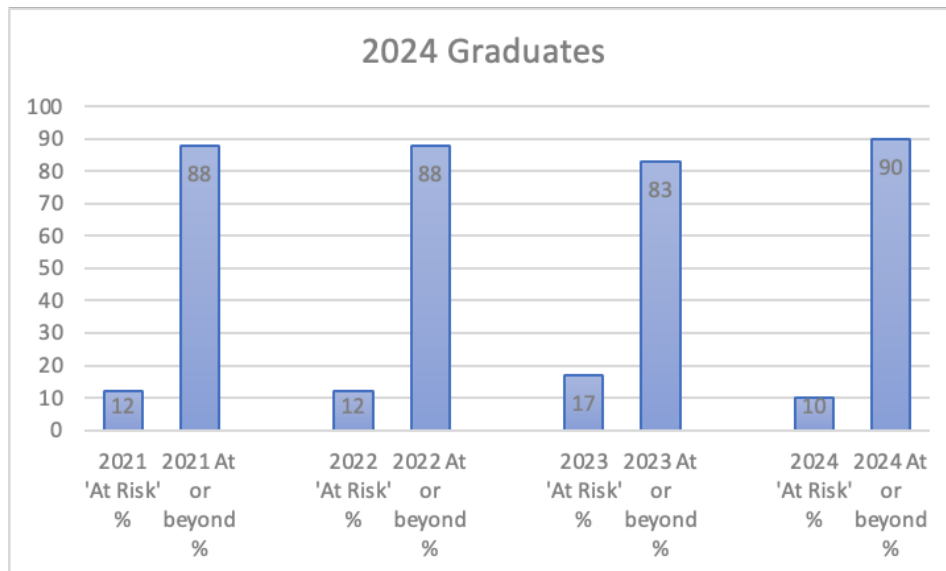
G 2024 = current Year 8
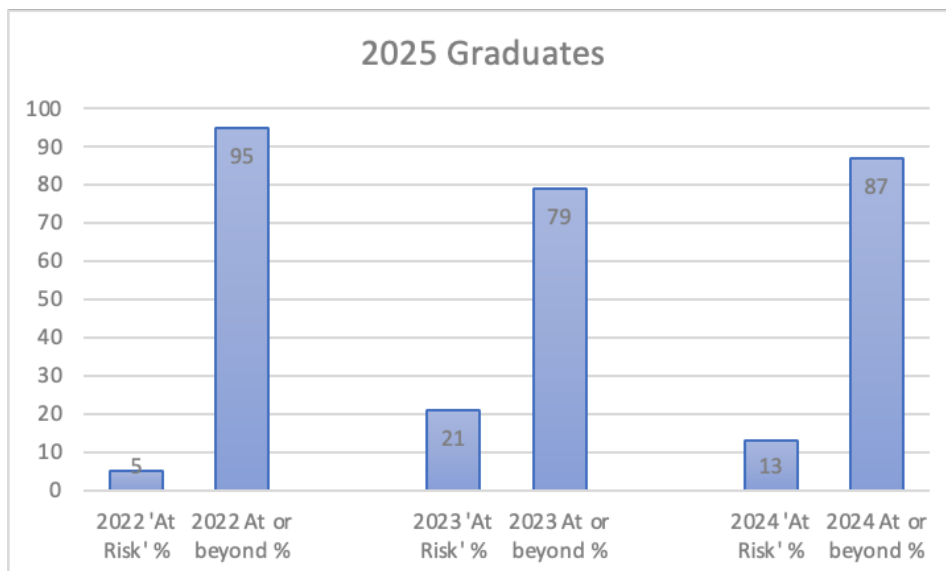G 2025 = current Year 7
G 2026 = current Year 6
G 2027 = current Year 5

Each year will add to the cumulative nature of the information shown in the graphs and may allow broader judgements to be made regarding each cohort.
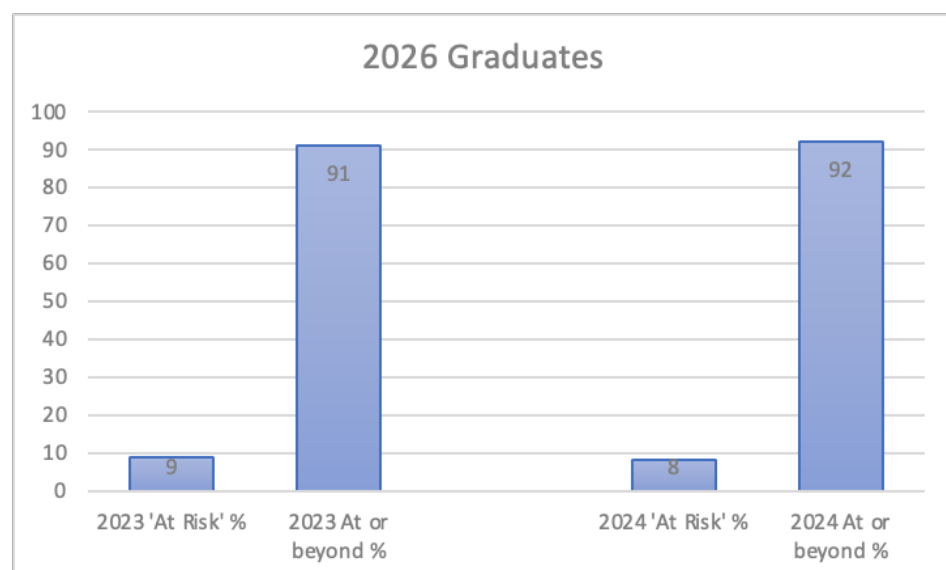
Key points to note in the data shown are, firstly, the pronounced difference between the percentage of students achieving at the level expected vs the percentage of those who require additional support for each cohort, and secondly, the general consistency of the results between the four years shown.
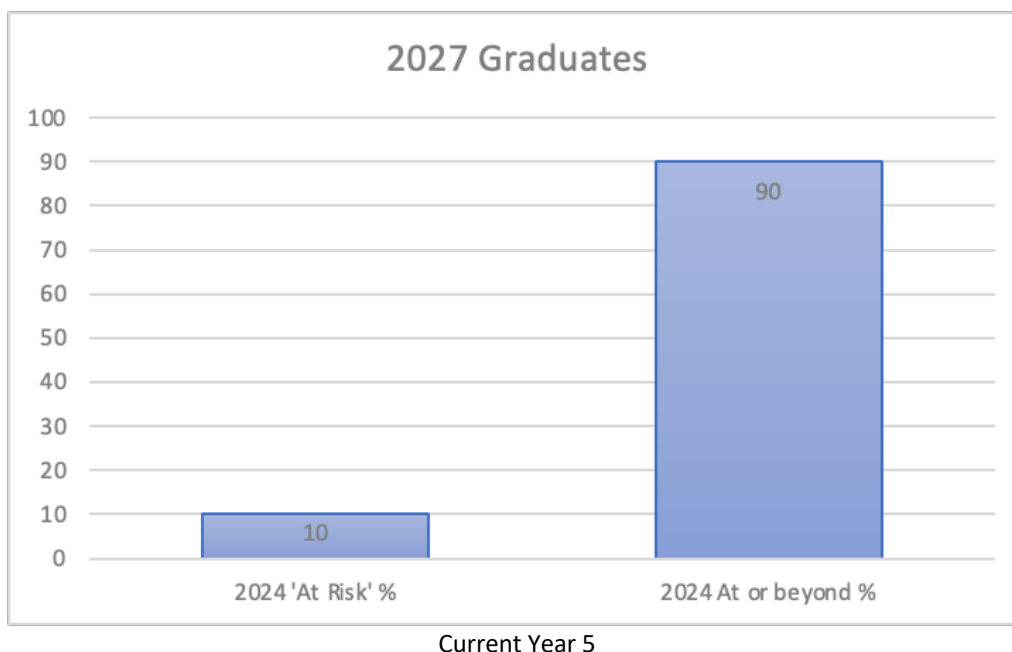
2024 Graduates

	2021 'At Risk' %	2021 At or beyond %	2022 'At Risk' %	2022 At or beyond %	2023 'At Risk' %	2023 At or beyond %	2024 'At Risk' %	2024 At or beyond %
Value	12	88	12	88	17	83	10	90

Current Year 8

2025 Graduates

	2022 'At Risk' %	2022 At or beyond %	2023 'At Risk' %	2023 At or beyond %	2024 'At Risk' %	2024 At or beyond %
Value	5	95	21	79	13	87

Current Year 7

2026 Graduates

	2023 'At Risk' %	2023 At or beyond %	2024 'At Risk' %	2024 At or beyond %
Value	9	91	8	92

Current Year 6

2027 Graduates

Current Year 5

Gender Differences:

The **2024** results show that 90% of boys and 86% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2023** results show that 90% of boys and 86% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2022** results show that 93% of boys and 90% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2021** results show that 89% of boys and 90% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2020** results show that 94% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2019** results show that 94% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2018** results show that 95% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2017** results show that 92% of boys and 95% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

It has already been noted in past Board Curriculum Achievement reports that in some year levels, boys feature more prominently in the 'at risk' groups. In 2021 there was a definite imbalance in the Maths results in terms of gender for the Year 5 cohort (six boys out of the nine students working towards the level expected or 'at risk'). In 2022 these students were again carefully monitored and extra support was provided as required. Again, in 2023 this cohort of boys (now Year 7 students), stood out in the students analysed as being 'at risk'.

In 2024 they will again be a focus for teachers. An interesting point to note in the 2023 data is a drop in the percentage of girls achieving at or above the expected level. This was attributed to the three groups of female students working towards the expected level at Year 3, 4 and 6. These 3 groups of girls represented over 60% of the female students working towards the level expected.

In 2024 two groups of students stood out as larger cohorts who are 'at risk' of not achieving at the expected level. A Year 5 cohort of 13 girls will be monitored closely going into Year 6 in 2025, as will a Year 7 cohort of 9 boys heading into Year 8 in 2025.

Māori student achievement:

The achievement of Māori students is specifically tracked individually through the Māori and Pasifika Register. This is reviewed three times during the year and provides an overview of the student's current level and the next steps for learning as well as noting any specific interventions that are in place or learning needs that are emerging.

In general, in the past, the achievement of this group has compared well to the achievement levels across all student ethnicities. In 2021, however, it was noted that nine of the 36 Māori students were working towards the level expected (this was 25% of this group). In 2022 there were nine students working towards the level expected (out of 43 students in total, which was 21%). In

2023 this reduced further and there were five Māori students working towards the level expected. This is 11% of the 44 students in the group. In 2024 there were 11 Māori students working towards the expected level which is 19% of the 58 students in total. As in previous years, it is important to note that not all of these students are significantly 'at risk'. It is also important to note that the smaller number of students in the total means percentages can change substantially.

Further data:
The needs of children remain the fundamental consideration. It is essential to use quality data from a range of sources to allow kaiako to support the learning of all their students. The data collected by the teams allows for kaiako to plan next steps for students and also feeds into the learning support programmes. This allows students with specific areas requiring a 'boost' to access timely help.

Next steps:
- Revisit Māori achievement data from previous years to ensure that students working towards the expected level are making progress and classroom programmes are having a positive effect.
- Continue to track individual students and cohorts using a variety of tools to ensure that the needs of those students are met e.g. Learning Support Register and the Māori and Pasifika Register.
- Continue investment in Maths Professional Development for staff. Having the Kāhui Ako ASL teacher for Maths in our kura will again be a benefit to the school in 2025, as will the continued PLD contract with The Learner First.
- Ensure staff receive PLD in using the new Mathematics MoE-provided resources as an added tool in our already well-resourced kura.
- Ensure all teaching staff are provided with professional development opportunities to understand the NZ Curriculum Refresh changes and support best practice teaching and learning programmes within our kura.
- Implement new changes to learning goals at Year levels, e.g. Curriculum Levels to Curriculum Phases.
- Continue developing school-wide basic facts practice.
- Ensure that students are well supported and challenged within appropriate groupings in class so that they continue to make progress.
- Provide further Learning Assistant support where required, and as funding allows, maintaining and building upon the high-quality learning support programme.
- Provide Learning Assistants with/include them in Maths PLD as necessary, e.g. introduction of COSMIDBRIC basic facts intervention programme.
- Ensure that there are regular opportunities across, and within, teams to discuss data which is gathered and used for OTJs, and include regular moderation to ensure the reliability of OTJs made.

Schoolwide Māori Akonga: Student Achievement Report 2024

Background:
The progress of Māori students is a key consideration for the Ministry of Education and as such, this group of students is considered 'Priority Learners':

'Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs.' (Ministry of Education)

At Prebbleton School in 2024, 58 students identify as Māori. These students are carefully monitored, and data related to their progress is reported as part of regular reporting to the Board on key learning areas (Reading, Writing and Mathematics).

All teachers are required to undertake additional study to develop their skills and confidence in the use of Te Reo as part of their registration process. Teachers in 2024 have done this in a range of ways including through Te Kura (Correspondence School), Te Ahu o Te Reo courses or Tātai Aho Rau CORE Education Webinars.

Tracking:
Māori (and Pasifika) students are specifically tracked in Reading, Writing and Maths. This tracking focuses on students' levels of achievement as well as interventions and personalisations to the programme that teachers have made. The tracking register is updated three times during the year as part of ongoing monitoring.

Values and Prebbleton Pathway:
The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement. The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.
The *Create Think Grow* bar badge will focus on leadership roles and responsibilities and service within the school community; it is only available to students in Years 7&8

Achievement Data:
Data around the achievement of our Māori students is included as part of the student achievement reports for Reading, Writing and Maths.

The 2019 ERO review acknowledged an increase in Māori student achievement since 2017 and the efforts that have been made to accelerate student achievement.

2024 Data Summary:

Number of students on Māori Register	58
Girls	29
Boys	29
% achieving at or beyond the expected level in **Reading**	81% (36 students)
% achieving at or beyond the expected level in **Writing**	79% (34 students)
% achieving at or beyond the expected level in **Maths**	81% (39 students)

The results gathered show that the majority of our Māori students are achieving at or beyond the expected level. With the schoolwide focus on Literacy and Maths in 2025, there will be plenty of opportunities to look at ways to lift the achievement level for our Māori students.

It is predominantly the same students who are at risk of not achieving across Reading, Writing and Maths. Several of our Māori students have in recent years accelerated their learning in the key learning areas and this fact needs to be celebrated. Teachers are well aware of students who need acceleration and our current tracking and monitoring practices allow us to put supports in place and review these as needed.

As a school, we are committed to ensuring that all of our students have the best opportunities and support available.

Connections with Whānau and Runanga:
A key part of ensuring that Māori students experience success is the links we build and maintain with whānau (families), and the local Runanga (Kei Raro I te Korowai o Te Ruahikihiki).

To enable the continued development of these connections, as a school we attend the education hui organised through Taumutu Marae (when offered). These meetings have been an opportunity to strengthen ties between schools and the Runanga to better support Māori students.

We continued our face-to-face relationship with Taumutu (Ngati Moki) Marae with visits for all of our Year 4 and Year 8 students and the Whānau group. We see this as a priority to arrange for students to visit the Marae when possible.

As a school, we make use of the links with Taumutu and Ngāi Tahu to support us with planning and preparing learning experiences and in the implementation of our 'Cultural Narrative'. The Cultural Narrative is an important document in our work towards a Prebbleton-specific, authentic localised curriculum. In 2024 our kura engaged with local artist, Justine Ottey, to bring our cultural narrative to life in a visual display that would enhance our kura environment and allow the tamariki to collaborate in the design of a mural to continue authentic learning and understanding of the history of Māori in our hapori. It is important to us that Māori culture is valued and honoured, not only in our policies and programmes but in our school environment too.

Prebbleton School undertakes regular Whānau Hui. These hui provide an opportunity for our Māori whānau to discuss and help plan for ways that we can work to support our Māori students. Jan R, our kaiako who has Within School Leadership (Kāhui Ako) responsibility for Mana Ōrite, has built strong relationships within the Whānau parent group which has seen greater engagement in initiatives such as the Cultural Narrative Mural Project, the Mana Whenua Garden development and Whānau Day planning and implementation. Authentic connections have led to true partnerships.

The school has had a very successful senior Kapa Haka group which draws its members from Year 5 and up. This group was joined in 2021 by a junior Kapa Haka group. Membership of the Kapa Haka group is not restricted to only those students who identify as Māori; it is open to all. The recent addition to our school of Whaea Amy S as Kapa Haka tutor has been hugely valuable. In 2024 the Senior Kapahaka group competed at the Tūhono festival and performed our personalised school Haka. Our Kapahaka student leader was awarded best leader of the competition division!

Over the last seven years, the school has run a Whānau Group initiative. This is for all of our identified Māori students and is led by the teachers responsible for Mana Ōrite. The Whānau Group has a hui each term where they engage in a range of activities together, where all students can support each other. Whānau are involved in the planning of the day and are welcome to attend as well. Feedback and student voice is strongly positive of this initiative and we will look to continue its development in 2025.

Ka Hikitia - Ka Hāpaitia:

The Māori Education Strategy is:
Ka Hāpaitia is a cross-agency strategy for the education sector. The agencies include the Ministry of Education, Te Aho o Te Kura Pounamu, Education New Zealand, Education Review Office, New Zealand Qualifications Authority, The Teaching Council Aotearoa New Zealand, Tertiary Education Commission, New Zealand School Trustees Association.
The education sector includes all early learning, schooling, and tertiary education provision. It sets out how we will work with education services to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.
Guiding Principles:

- **Excellent outcomes:** We will support Māori learners and their whānau to achieve excellent education outcomes
- **Belonging:** We will ensure Māori learners and their whānau have a strong sense of belonging across our education system
- **Strengths-based:** We will recognise and build on the strengths of Māori learners and their whānau
- **Productive partnerships:** We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes
- **Te Tiriti o Waitangi:** We will give practical effect to Te Tiriti o Waitangi in the education system

Next steps:
For Prebbleton School, next steps include:
- Continue to put programmes in place to lift Māori student achievement (with particular emphasis on the students identified in the subject area reports).
- Using the 2025 PLD focus areas to investigate ways to further support akonga.
- Ensuring that our kura and programmes continue to be responsive to the needs of Māori students.

- Working to strengthen links made with the local Runanga and Kāhui Ako.
- Work collaboratively to ensure that Whānau have a 'voice' in steps to raise student achievement.
- Further develop the Whānau Group initiative for students.
- Continue to develop cultural opportunities for all students – Kapahaka, Marae visits, cultural narrative gardens etc (including Te Reo learning opportunities).
- Encouraging and supporting all staff to take ongoing steps to increase their Te Reo skills and tikanga.

E) How we have given effect to Te Tiriti o Waitangi:

Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi.

See Student Achievement Targets – Analysis of Variance
See Evaluation and Analysis of the school's students' progress and achievement

In 2024 we started each term with a Mihi Whakatau, to welcome all new students, staff and whanau. Our Māori students participated in a termly Whānau Group day. All Year 4 and 8 students and our Māori students (and many staff) had a day visit to the Ngati Moki Marae. Regular Whānau Hui were held and were well-attended. A group of our Whānau parents have started designing and constructing a beautiful Mana Whenua garden near our front entrance-way. Our senior and junior kapa haka groups continued to grow and thrive. Our kapa haka tutor, Whaea Amy, did an excellent job of building the efficacy and skills of our senior kapa haka group which performed in the competitive division of the Tūhono festival and performed their routine at our school prize-giving. Activities in classes were planned for Te Wiki o te Reo Māori and were supported by whānau using their strengths and knowledge.

In late 2023 we were given a school haka. We practice this with the whole school every week on Fridays. This has become a source of pride and growing confidence for our tamariki.

We strive to ensure that our school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. We have a Cultural Narrative that is reflected in our school history, logo, website, localised curriculum, planting, learning programmes, story-telling and art. The cultural narrative was the basis of the mural completed this year, see above. Our school name and cultural narrative were gifted to us by our iwi Ngai Tahu and Taumutu runanga. We have two cultural student leaders each year. We have a lead teacher WSL position for Mana Ōrite.

We take steps to provide appropriate instruction in tikanga Māori and te reo Māori to all students. It is a daily part of class programmes. We start and end the day, and meetings, hui, assemblies etc with opening and closing karakia. All children and teaching staff learn and can give their mihi. All staff undertake professional development in te reo. We maintain a Māori student achievement register.

F) Statement of compliance with employment policy:

The board operates an employment policy that complies with the principle of being a good employer. Prebbleton School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The Board has an Equal Employment Opportunities (EEO) policy. This policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. Prebbleton School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion). This is to ensure that we:
- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

We conduct an annual EEO survey and respond to any staff needs or requests as appropriate.

H) Report on other special and contestable funding:

In 2024 we received a Creative in Schools grant, as mentioned in the Introduction (see photo). The funds were accounted for and reported on completion of the project, as is required. We underspent on the project and the remaining funds were recovered by the MoE.

I) Kiwisport funding 2024:

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of $8525.56 (excluding GST). The funding was spent on sports equipment, lessons, registrations, fees and buses to various sporting events. The number of students participating in organised sport increased from approx. 92% to 94% (including school Cross-country and Athletics Day) of the school roll.