

REWA REWA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2979

Principal: Jan Otene

School Address: Padnell Crescent, Newlands Wellington

School Postal Address: Padnell Crescent, Newlands Wellington

School Phone: 04-939-0186

School Email: office@rewarewa.school.nz

Accountant / Service Provider: Flightys Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Naomi Godfrey	Presiding Member	Elected	Jun-25
Jan Otene	Principal	Appointed	
David Nowak	Parent Rep	Elected	Jun-25
Tanya Radford	Parent Rep	Elected	Jun-25
Jared Simons	Parent Rep	Elected	Jun-25
Miranda Zander	Parent Rep	Elected	Jun-25
Delwyn Spargo	Minutes/Secretary	Appointed	
Ian Sveta	Staff Rep	Appointed	Jun-25

REWA REWA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 17	Notes to the Financial Statements
18	Independent Auditor's Report

Rewa Rewa 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.

Miranda Zander
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

03/06/25
Date:

Jan Oene
Full Name of Principal

[Signature]
Signature of Principal

03/06/25
Date:

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

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,035,792	389,260	1,917,196
Locally Raised Funds	3	53,043	38,128	123,915
Interest		20,574	12,355	18,571
Total Revenue		2,109,409	439,743	2,059,682
Expense				
Locally Raised Funds	3	22,421	15,250	40,558
Learning Resources	4	1,159,661	223,493	1,101,410
Administration	5	100,023	84,065	85,484
Interest		776	-	1,111
Property	6	822,847	116,865	789,067
Other Expense	7	4,045	2,535	3,075
Loss on Disposal of Property, Plant and Equipment		3,590	-	12
Total Expense		2,113,363	442,208	2,020,717
Net Surplus / (Deficit) for the year		(3,954)	(2,465)	38,965
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(3,954)	(2,465)	38,965

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

Rewa Rewa 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		1,074,351	1,048,285	1,021,446
Total comprehensive revenue and expense for the year		(3,954)	(2,465)	38,965
Contribution - Furniture and Equipment Grant		24,240	41,293	13,940
Equity at 31 December		1,094,637	1,087,113	1,074,351
Accumulated comprehensive revenue and expense		1,094,637	1,087,113	1,074,351
Equity at 31 December		1,094,637	1,087,113	1,074,351

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.

Rewa Rewa School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	432,211	406,833	443,865
Accounts Receivable	9	114,901	76,062	74,102
GST Receivable		8,696	(672)	6,071
Investments		195,477	190,230	190,230
Funds Receivable for Capital Works Projects	16	4,000	2,361	2,361
		755,285	674,814	716,629
Current Liabilities				
Accounts Payable	12	110,862	57,704	91,505
Revenue Received in Advance	13	6,974	10,894	10,894
Provision for Cyclical Maintenance	14	31,150	24,400	18,400
Finance Lease Liability	15	3,073	-	3,457
Funds held for Capital Works Projects	16	29,271	208	61,074
		181,330	93,206	185,330
Working Capital Surplus/(Deficit)		573,955	581,608	531,299
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	11	582,648	573,431	603,196
		582,648	573,431	603,196
Non-current Liabilities				
Provision for Cyclical Maintenance	14	59,145	59,671	55,346
Finance Lease Liability	15	2,822	8,255	4,798
		61,967	67,926	60,144
Net Assets		1,094,637	1,087,113	1,074,351
Equity		1,094,637	1,087,113	1,074,351

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



Rewa Rewa 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		386,194	375,825	383,120
Locally Raised Funds		45,314	35,593	130,633
Goods and Services Tax (net)		(2,626)	7,000	6,648
Payments to Employees		(202,113)	(214,021)	(222,033)
Payments to Suppliers		(195,827)	(191,855)	(210,733)
Interest Received		20,574	12,355	23,160
Net cash from/(to) Operating Activities		51,516	24,897	110,795
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		151	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(46,370)	(14,383)	(140,260)
Purchase of Investments		(5,247)	-	(4,332)
Net cash from/(to) Investing Activities		(51,466)	(14,383)	(144,592)
Cash flows from Financing Activities				
Furniture and Equipment Grant		24,959	13,470	11,713
Finance Lease Payments		(3,220)	-	-
Funds Administered on Behalf of Other Parties		(33,442)	(61,016)	(23,449)
Net cash from/(to) Financing Activities		(11,704)	(47,546)	(11,736)
Net increase/(decrease) in cash and cash equivalents		(11,654)	(37,032)	(45,533)
Cash and cash equivalents at the beginning of the year	8	443,865	443,865	489,398
Cash and cash equivalents at the end of the year	8	432,211	406,833	443,865

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

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

Rewa Rewa School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Rewa Rewa 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 20.

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) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

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	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Straight Line

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.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.).

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

The School holds sufficient funds to enable to be used for the intended purpose.

n) Funds Held in Trust

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

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

o) 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.

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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting. 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	386,194	375,550	370,162
Teachers' Salaries Grants	938,821	13,710	860,254
Use of Land and Buildings Grants	699,097	-	686,780
Other Government Grants	11,680	-	-
	<u>2,035,792</u>	<u>389,260</u>	<u>1,917,196</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	14,778	12,675	17,147
Fees for Extra Curricular Activities	9,374	12,600	15,554
Trading	21,182	11,457	19,467
Fundraising and Community Grants	3,423	-	58,702
Other Revenue	4,286	1,396	13,045
	<u>53,043</u>	<u>38,128</u>	<u>123,915</u>
Expense			
Extra Curricular Activities Costs	9,288	9,450	24,635
Trading	10,747	5,800	11,359
Fundraising and Community Grant Costs	2,386	-	4,564
	<u>22,421</u>	<u>15,250</u>	<u>40,558</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>30,622</u>	<u>22,878</u>	<u>83,357</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	13,679	16,135	10,124
Information and Communication Technology	10,233	9,170	6,591
Employee Benefits - Salaries	1,038,519	133,951	989,583
Staff Development	19,262	18,100	10,477
Depreciation	74,223	44,148	80,730
Other Learning Resources	3,745	1,989	3,905
	<u>1,159,661</u>	<u>223,493</u>	<u>1,101,410</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,288	6,950	6,500
Board Fees and Expenses	6,345	8,280	6,450
Operating Leases	167	2,674	151
Other Administration Expenses	26,436	23,518	14,442
Employee Benefits - Salaries	46,447	33,920	48,828



Insurance	5,181	2,243	4,873
Service Providers, Contractors and Consultancy	8,159	6,480	4,240

100,023	84,065	85,484
---------	--------	--------

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	22,890	22,495	22,398
Cyclical Maintenance	16,549	12,800	14,062
Heat, Light and Water	28,409	19,500	13,230
Rates	2,483	2,189	2,237
Repairs and Maintenance	13,011	16,249	11,234
Use of Land and Buildings	699,097	-	686,780
Employee Benefits - Salaries	30,005	27,999	29,709
Other Property Expenses	10,403	15,633	9,417
	822,847	116,865	789,067

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. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Loss on Uncollectable Accounts Receivable	4,045	2,535	3,075
	4,045	2,535	3,075

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	343,857	333,104	374,650
Short-term Bank Deposits	88,354	73,729	69,215
Cash and cash equivalents for Statement of Cash Flows	432,211	406,833	443,865

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

Of the \$432,211 Cash and Cash Equivalents, \$33,134 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 \$432,211 Cash and Cash Equivalents, \$6,674 of Revenue Received in Advance is held by the School, as disclosed in note 13.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	40	276	276
Banking Staffing Underuse	275	-	275
Teacher Salaries Grant Receivable	114,586	75,786	73,551
	114,901	76,062	74,102
Receivables from Exchange Transactions	40	276	276
Receivables from Non-Exchange Transactions	114,861	75,786	73,826
	114,901	76,062	74,102



10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	195,477	190,230	190,230
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	195,477	190,230	190,230

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	5,841				(315)	5,526
Building Improvements	552,451	8,622			(54,717)	506,356
Furniture and Equipment	11,453	24,320			(5,134)	30,639
Information and Communication Technology	23,440	21,091	(769)		(8,721)	35,041
Leased Assets	8,122	1,290	(1,443)		(4,881)	3,088
Library Resources	1,889	563			(455)	1,998
	603,196	55,886	(2,212)	-	(74,223)	582,648

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.

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	9,578	(4,052)	5,526	9,578	(3,737)	5,841
Building Improvements	767,083	(264,317)	502,766	762,775	(210,324)	552,451
Furniture and Equipment	94,292	(62,274)	32,018	68,593	(57,140)	11,453
Information and Communication Technology	125,202	(89,392)	35,810	105,914	(82,474)	23,440
Leased Assets	13,200	(8,670)	4,530	13,353	(5,231)	8,122
Library Resources	24,162	(22,164)	1,998	23,598	(21,709)	1,889
	1,033,517	(450,869)	582,648	983,811	(380,615)	603,196

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	21,532	14,291	18,466
Accruals	9,443	8,224	8,224
Employee Entitlements - Salaries	73,938	30,205	59,831
Employee Entitlements - Leave Accrual	5,949	4,984	4,984
	110,862	57,704	91,505
Payables for Exchange Transactions	95,470	57,704	78,297
Payables for Non-exchange Transactions - Other	15,392		13,208
	110,862	57,704	91,505

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	6,974	10,894	10,894
	<u>6,974</u>	<u>10,894</u>	<u>10,894</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	73,746	71,271	59,684
Increase to the Provision During the Year	16,549	12,800	14,062
Provision at the End of the Year	<u>90,295</u>	<u>84,071</u>	<u>73,746</u>
Cyclical Maintenance - Current	31,150	24,400	18,400
Cyclical Maintenance - Non current	59,145	59,671	55,346
	<u>90,295</u>	<u>84,071</u>	<u>73,746</u>

Per the cyclical maintenance schedule, the School is next expected to undertake Exterior painting works during 2028. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	3,073	-	3,457
Later than One Year and no Later than Five Years	2,584	-	2,662
Later than Five Years	238	-	2,136
	<u>5,895</u>	<u>-</u>	<u>8,255</u>
Represented by			
Finance lease liability - Current	3,073	-	3,457
Finance lease liability - Non current	2,822	8,255	4,798
	<u>5,895</u>	<u>8,255</u>	<u>8,255</u>

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 9, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
RTLB Project	(81)			81	-
LSM Upgrade Project	11			(11)	-
MoE Hall re-roofing project	(1,202)			1,202	-
Toilet Upgrade	9,300	36,325	(49,625)		(4,000)
Drainage Project	-				-
Concrete Stairs	78			(78)	-
AMS Projects	22,640		(4,714)		17,926
Junior Playground MoE Contribution	(1,078)			1,078	-
LCS Project	119			(119)	-
ACM Removal	28,926	55,740	(84,665)		-
Water Leaks	-	15,000	(3,958)		11,345
Totals	<u>58,713</u>	<u>107,065</u>	<u>(142,963)</u>	<u>2,153</u>	<u>25,271</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	29,271
Funds Receivable from the Ministry of Education	(4,000)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
RTLB Project	(81)	-	-		(81)
LSM Upgrade Project	11	-	-		11
MoE Hall re-roofing project	(1,202)	-	-		(1,202)
Toilet Upgrade	9,300	-	-		9,300
Drainage Project	45,645	13,592	(59,237)		-
Concrete Stairs	33,000	12,378	(45,300)		78
AMS Projects	(3,552)	156,771	(130,579)		22,640
Junior Playground MoE Contribution	(1,098)	-	20		(1,078)
LCS Project	119	-	-		119
ACM Removal	-	40,000	(11,074)		28,926
Water Leaks	-	48,165	(48,165)		-
Totals	82,142	270,906	(294,335)	-	58,713

Represented by:

Funds Held on Behalf of the Ministry of Education	61,074
Funds Receivable from the Ministry of Education	(2,361)

17. 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.

18. 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	3,700	4,030
Leadership Team		
Remuneration	381,873	366,579
Full-time equivalent members	3	3
Total key management personnel remuneration	385,573	370,609

There are 6 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider property & zoning matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	0	2
110 - 120	2	0
	<u>2</u>	<u>2</u>

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

19. 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.

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$ 99,062 (2023:\$203,629) as a result of entering the following contracts:

Contract Name	Contract Amount \$	Spend To Date \$	2024 Capital Commitment \$
AMS Projects	200,000	162,074	37,926
Water Leaks	64,791	3,655	61,136
Total	<u>264,791</u>	<u>165,729</u>	<u>99,062</u>

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	432,211	406,833	443,865
Receivables	114,901	76,062	74,102
Investments - Term Deposits	195,477	190,230	190,230
Total financial assets measured at amortised cost	742,589	673,125	708,197

Financial liabilities measured at amortised cost

Payables	110,862	57,704	91,505
Finance Leases	5,895	8,255	8,255
Total financial liabilities measured at amortised cost	116,757	65,959	99,760

22. 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 the financial statements of Rewa Rewa School for the year ended 31 December 2024

The Auditor-General is the auditor of Rewa Rewa School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, which comprise the statement of financial position as at 31 December 2024, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 3 June 2025. This is the date at which our opinion is expressed.

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

Basis for 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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1, and pages 20 to 60 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) (PSE 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand

2024: EOY WHOLE SCHOOL DATA - Writing, Reading, Maths

Students not in the data as of Week 5 Term 4, 2024 (less than 10 weeks at school): female, male, male, female, female, female, male, male, male

Whole School: 146

Year 1: 21
Year 2: 24
Year 3: 31
Year 4: 16
Year 5: 36
Year 6: 18

TOTAL: 146 Māori: 18 Pasifika: 6 ESOL Funded (or previously Funded): 55 European/Other: 122 Male: 75 Female: 71

The following 22 students did not begin with us as Year 1 students: (ESOL) (Māori) (Pasifika)

Female (Y3), male (Y3), female (Y3), male (Y3), male (Y3)
Female (Y4), female (Y4), male (Y4)
Male (Y5), female (Y5), male (Y5), female (Y5), female (Y5), female (Y5), male (Y6), female (Y6), male (Y6)

2024 How to Make an OTJ judgement for Phases

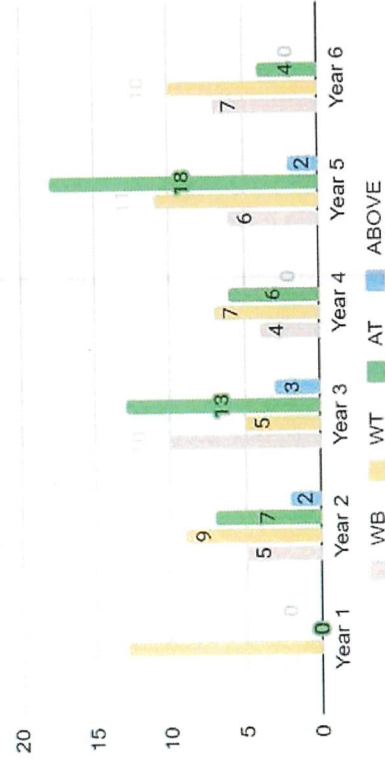
		Working Below (WB)	Teacher judgement WB or WT	Working Towards (WT)	Teacher judgement WT or AT	Working At	Teacher judgement AT or ABOVE	Working Above
Phase 1	Year 1 - 3	0-20%	21-29%	30-40%	41-49%	50-70%	71-79%	80-100%
Phase 2	Year 4 - 6	0-20%	21-29%	30-40%	41-49%	50-70%	71-79%	80-100%

If a student falls in between the suggested percentages or WB, WT, AT, or ABOVE the teacher can use their best judgement to place the student where they best fit against the progressions. Other assessment data such as writing samples, DIBELS assessment, CODE word check, GLOSS, SMA maths assessment can assist you to make the OTJ.

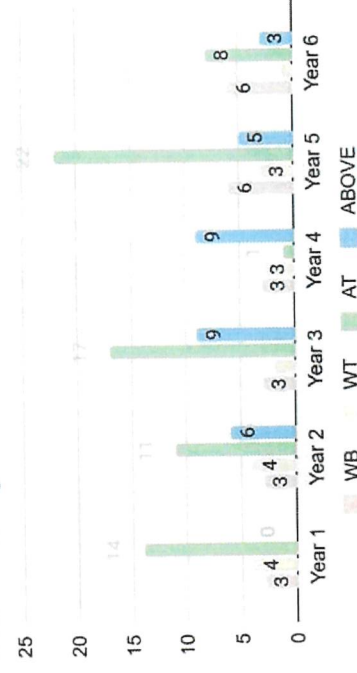
WRITING: EOY School Reporting 2024 - NOVEMBER									
WRITING	Working Below Year level		Working Towards Year level		At Year level		Above Year Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	24	16%	17	12%	81	56%	24	16%	146
Māori	4	22%	2	11%	10	56%	2	11%	18
Pasifika	2	33%	0	0%	3	50%	1	17%	6
European/Other	18	15%	15	12%	68	56%	21	17%	122
ESOL Funded	10	18%	6	11%	29	53%	10	18%	55
Male	13	17%	12	16%	39	52%	11	15%	75
Female	11	15%	5	7%	42	60%	13	18%	71

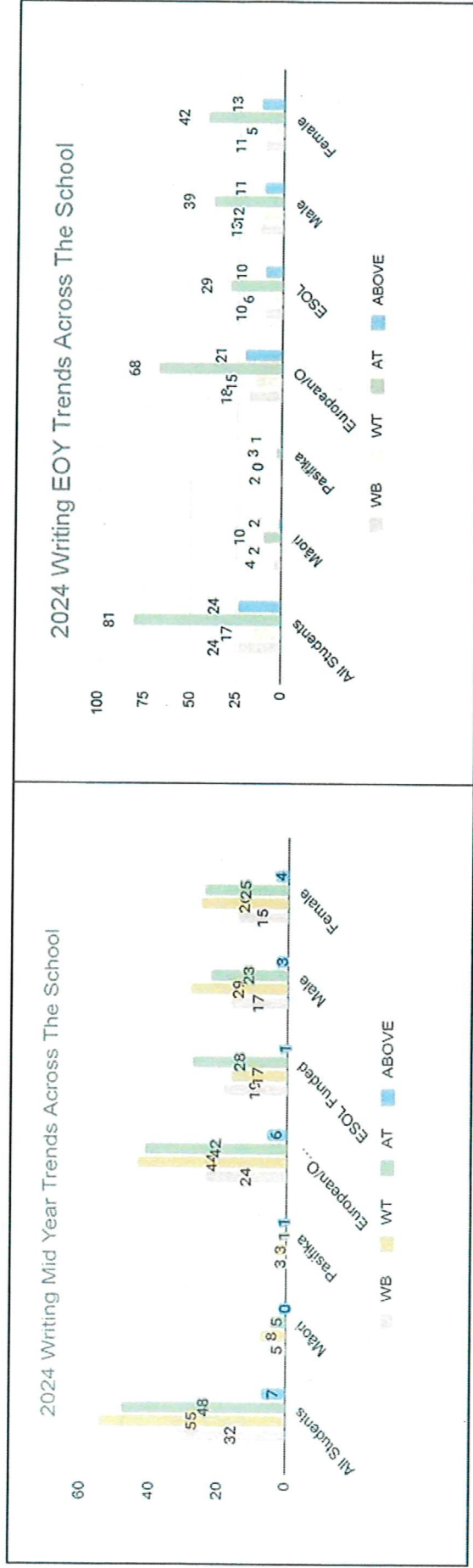
WRITING	Working Below Year level		Working Towards Year level		At Year level		Above Year Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	3	14%	4	19%	14	67%	0	0%	21
Year 2	3	12%	4	17%	11	46%	6	25%	24
Year 3	3	10%	2	6%	17	55%	9	29%	31
Year 4	3	19%	3	19%	1	6%	9	56%	16
Year 5	6	17%	3	8%	22	61%	5	14%	36
Year 6	6	33%	1	5%	8	45%	3	17%	18

2024 Writing Mid Year Trends Across Year Level



2024 Writing EOY Trends Across Year Level



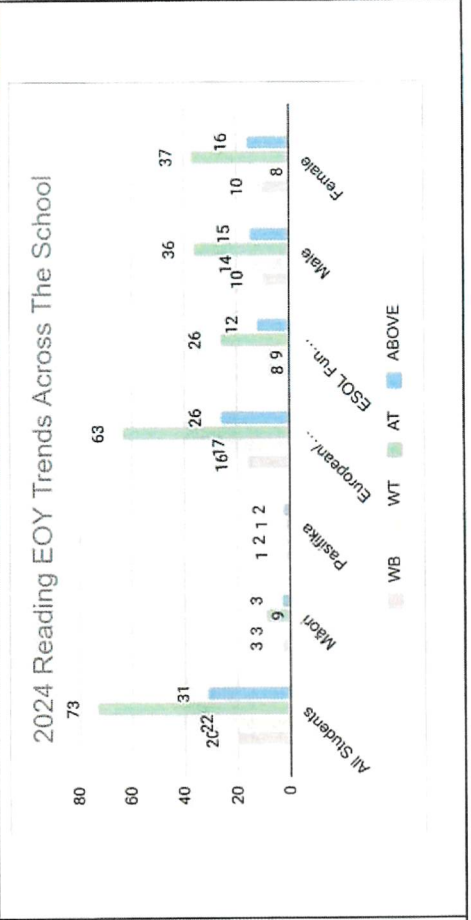
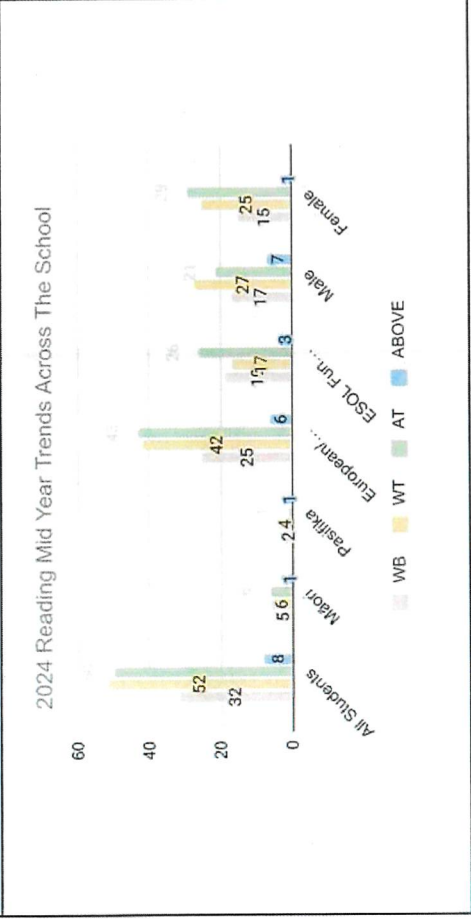
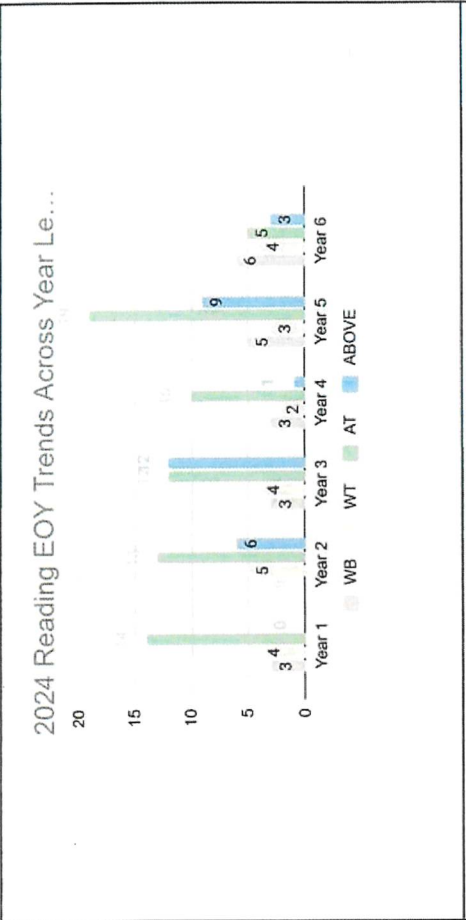
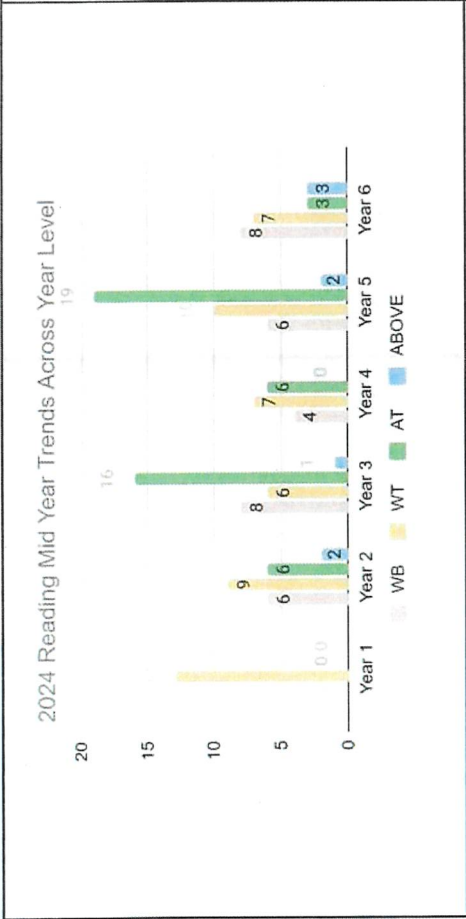


WRITING: EOY School Reporting 2024 - NOVEMBER	
Trends	Next Steps
Writing data comparing Mid Year 2024 to EOY 2024: 72% of students (105 students) are already working AT or Above the Expected Year level for the end of year 2024. - This is an increase of 35% (50 students) since mid year. 12% of students (17) are working Towards achieving the Expected Year level. - This is a decrease of 27% (38 students) 16% (24 students) are working Below achieving the Expected Year level - This is a decrease of 6% (8 students) - This is a great achievement as we have accelerated the progress of 8 students who were 2 years behind their expected year level to lessen the gap of achievement. Trends with ESOL funded students: - When compared against ALL students Working Below (24 students), 10 of these students are ESOL funded (42%). This is a decrease by 9 students from Mid Year. - When compared against ALL students Working Towards (17 students), 6 of these students are ESOL funded (35%). This is a decrease by 11 students from Mid year.	2024 Actions Taken: At RRS we have implemented solid programmes school wide to address many of these areas: - Literacy Lead created a 2024 Literacy Overview Term Planning Guide which is being used to guide planning school wide. This is being adjusted to reflect further pedagogical knowledge, the Refreshed Curriculum, and new programmes for 2025. - Literacy Lead created a bank of resources and graphic organisers for the 7 different text types for writing. - Handwriting is being explicitly taught school wide - The Write Lesson will be utilised by all teachers in 2025 to ensure consistency throughout the school - Spelling is being explicitly taught school wide using The Code - Syntax and Grammar are being explicitly taught school wide utilising the Syntax Project - Critical Thinking and Text structure are being taught through the teaching of the Z different text types for writing.

- The systematic, explicit teaching through the Syntax Project is working for our migrant students. Trends with Māori and Pasifika students: - Rewa Rewa School has 18 Māori students included in the data. Of these students: 2 are working Above - This is an improvement of 2 students from Mid Year 10 students (56%) are working AT the Expected Year level - This is an improvement of 2 students from Mid Year 2 students (11%) are working Towards the expected Year level - This is a decrease of 6 students from Mid Year 4 students (22%) are working Below the Expected Year level - This is a decrease of 1 student from Mid Year - Rewa Rewa School has 6 Pasifika students included in the data. Of these students: 1 student is working Above the expected Year level 3 students are working At the expected Year level - This is an increase of 2 students from Mid Year 2 student are working Below- the expected Year level - This is a decrease of 1 students from Mid Year Closing Statement: Rewa Rewa School, the teaching staff, and the support staff should be incredibly proud of the progress the tamariki have made in Writing from the beginning of 2024 to the end. The programmes and supports that have been put in place have created a rich learning environment that are meeting the needs of our students. 72% of our students are meeting the Expected year level expectations and this should be celebrated. Those are still Working Towards or Below are making progress in their own learning journey and this too should be celebrated.	- Writing Craft which includes vocabulary and audience awareness is being taught through explicit teaching of vocabulary within topic context as well as explicit teaching of the parts of speech (ie nouns, verbs, adjectives, etc.) By creating a Yearly/Termly Overview and having specific tools to explicitly teach writing skills, the hope is that as a child moves up from a NE to a Year 6, they will have had foundational skills that have been built upon each year. Having a set 'Scope and Sequence' allows teachers to understand what has been taught previously and what skills students need to have before entering the next stage of their education. Recommendations for 2025 - Further establishing the use of the Syntax Project in the classrooms school wide - The Write Lesson used schoolwide to teach Handwriting - Literacy lead to undertake classroom observations of Writing programmes to observe - Syntax Project lessons - Teaching of the 7 text types - Continue to upskill teachers on the use of the Syntax Project and it's resources - Gather student voice as to their enjoyment of writing - We have applied for PD through Liz Kane as our application for Ministry funding has been approved - PLD - eastTtle Writing workshop #2, to develop teacher assessment tool, matrix knowledge and understanding to support student outcomes.
--	---

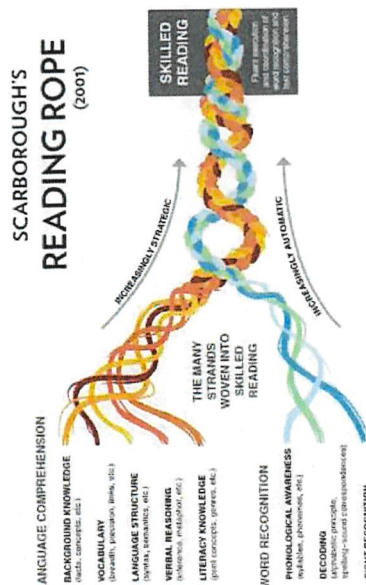
READING: EOY School Reporting 2024 - NOVEMBER									
READING	Working Below Year level		Working towards Year level		At Year level		Above Year Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	20	14%	22	15%	73	50%	31	21%	146
Māori	3	17%	3	17%	9	49%	3	17%	18
Pasifika	1	17%	2	33%	1	17%	2	33%	6
European/Other	16	13%	17	14%	63	52%	26	21%	122
ESOL Funded	8	15%	9	16%	26	47%	12	22%	55
Male	10	13%	14	19%	36	48%	15	20%	75
Female	10	14%	8	11%	37	52%	16	23%	71

READING	Working Below Year level		Working Towards Year level		At Year level		Above Year Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	3	14%	4	19%	14	67%	0	0%	21
Year 2	0	0%	5	21%	13	54%	6	25%	24
Year 3	3	9%	4	13%	12	39%	12	39%	31
Year 4	3	19%	2	12%	10	63%	1	6%	16
Year 5	5	14%	3	8%	19	53%	9	25%	36
Year 6	6	33%	4	22%	5	28%	3	17%	18

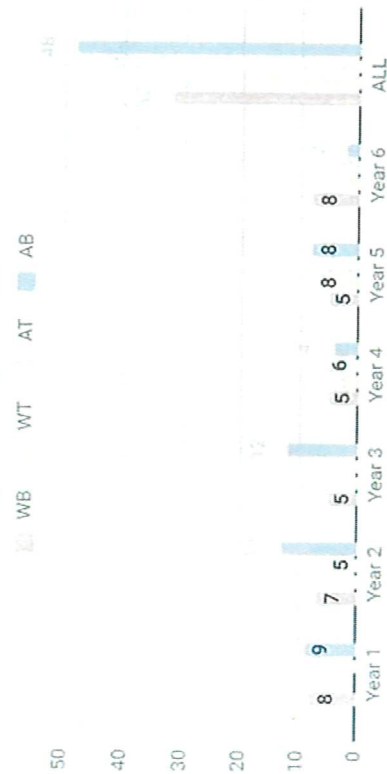


READING: EOY School Reporting 2024 - November

Trends	Next Steps
Reading data for Mid Year 2024 across the school shows that: 71% of students (104 students) are working AT or Above the Expected Year level for the end of year 2024. - This is an increase of 30% (46 students) from Mid Year 50 students (35%) working AT 15% of students (22 students) are working Towards achieving the Expected Year level for the end of year 2024. - This is a decrease of 21% (30 students) from Mid Year 14% of students (20 students) are working Below achieving the Expected Year level for the end of year 2024. - This is a decrease of 9% (12 students) from Mid Year - The number of students working Above the Expected Year level has increased from 8 students to 31 students, a massive achievement. Trends with ESOL funded students: - When compared against ALL students Working Below (20 students), 8 of these students are ESOL funded. This is a decrease of 11 ESOL students from Mid Year. - When compared against ALL students Working Towards 922 students), 9 of these students are ESOL funded. This is a decrease of 8 ESOL students from Mid Year. - The progress amongst our ESOL students shows that the programmes in place are supporting their learning. Trends with Māori and Pasifika students: - Rewa Rewa School has 18 Māori students included in the data. Of these students: 3 students working Above the Expected Year level; an increase of 2 students since Mid Year 9 students across year levels are working AT the Expected Year level; an increase of 3 students since Mid Year 3 students across year levels are working Towards the Expected Year level; a decrease of 3 students since Mid Year 3 students are working Below the Expected Curriculum level; a decrease of 2 students since Mid Year - Rewa Rewa School has 6 Pasifika students included in the data. Of these students: 2 students are working Above the Expected Year level; an increase of 1 student since Mid Year	At RRS we have implemented solid programmes school wide to address many of these areas: - Literacy Lead teacher created a 2024 Literacy Overview Term Planning Guide which is being used to guide planning school wide. - Literacy Lead teacher observed/modelled all classroom teachers three times a week on the explicit teaching of the Code. - Some classroom teachers aligned their Professional Growth Cycle goals to upskill their structured literacy practice. - The lower strand of the Rope is being taught explicitly schoolwide through programmes such as the Code, Handwriting, teaching of Heart Words, etc. - The school has purchased decodable books that align with the Scope and Sequence of the Code for small group reading sessions. These support literacy knowledge and language structure. - The upper strand of the Rope is being taught explicitly schoolwide through programmes such as Shared Reading, Whole Class Reading, Buddy Reading. These programmes are rich in vocabulary building, background and topic knowledge, and verbal reasoning. - Jan Hamilton (RTLB) has continued to support schoolwide observations and professional development sessions, including with the Lead Teacher for Literacy. By creating a Yearly/Termly Overview and having specific tools to explicitly teach reading skills, the hope is that as a child moves up from a NE to a Year 6, they will have had foundational skills that have been built upon each year. Having a set 'Scope and Sequence' allows teachers to understand what has been taught previously and what skills students need to have before entering the next stage of their education. Recommendations for 2025 - Literacy Lead teacher to continue upskilling teachers at Curriculum Growth meetings - Continued use of the Dibels data to inform intervention programmes - Literacy Lead teacher to continue classroom observations of reading programmes in place with a focus on structured literacy - Continue to engage in external professional development opportunities - Continue to build the capacity of other Lead teachers - Introduce chapter book studies to help improve student comprehension skills - We have applied for PD through Liz Kane as our application for Ministry funding has been approved

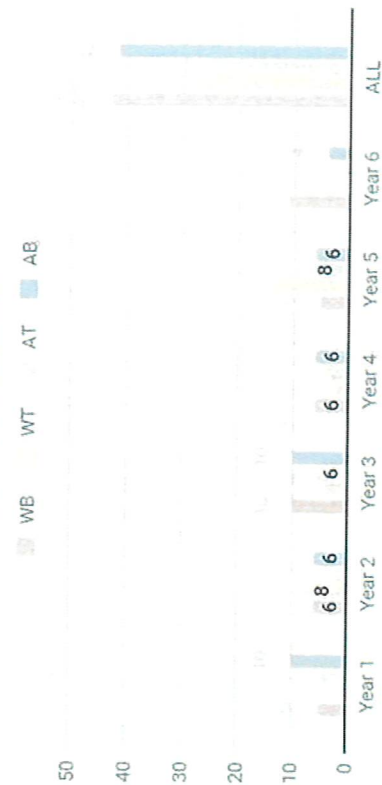
1 student is working At the expected Year level 2 students are working Towards the expected Year level; A decrease of 2 students since Mid Year 1 student is working Below the expected Year level; A decrease of 1 students since Mid Year Closing Statement: Rewa Rewa School, the teaching staff, and the support staff should be incredibly proud of the progress the tamariki have made in Reading from the beginning of 2024 to the end. The programmes and supports that have been put in place have created a rich learning environment that are meeting the needs of our students. 71% of our students are meeting the Expected year level expectations and this should be celebrated. Those are still Working Towards or Below are making progress in their own learning journey and this too should be celebrated.	Gather student voice as to their enjoyment of reading 
2024 Dibels: Dynamic Indicators of Basic Early Literacy Skills DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade. IMPORTANT DIBELS are normed on American children in US grades K-8: the benchmarks are not based on a sample of New Zealand children. However, I feel that in the absence of NZ normative data, when used consistently throughout a school DIBELS will: - build a detailed picture of specific teaching and learning needs, - sensitively identify learners at-risk for reading failure, and - detect rates of progress over short time-frames to see if the teaching we are doing is WORKING to help students catch up and keep up. The progress monitoring assessments can be used fortnightly to help guide our responsive teaching. Jan Hamilton (RTL) and Avi Jayasekara (Literacy Lead) spent 2023 upskilling themselves on the use of the Dibels assessment tool to inform teacher practice and next steps for students. Term 1 of 2024 was spent on upskilling classroom teachers and the assessments were used school wide at the end of Term 1. As a school, all classroom teachers have identified a need within their classroom using the data above. Years 2-6 have identified that we need to raise the fluency rates of students and have started to upskill on a programme (whole class reading/buddy reading) to trial in Term 3. Teachers have chosen 3-4 target students, whose progress will be monitored every 2 weeks to see if the intervention is making a difference. At the end of Term 3 all students will be given the End of Year Dibels assessment to monitor progress.	

2024 Term 1 Dibels Data



2024 Dibels Trends Mid Year

2024 Term 3 Dibels Data



2024 Dibels Trends End of Year

The Dibels data looks at Correct Letter Sounds, Word Recognition, Word Reading Fluency, Oral Reading Fluency, Comprehension and Vocabulary Knowledge. The above data shows a weighted composite score across all areas of assessment. 141 students completed the assessment:

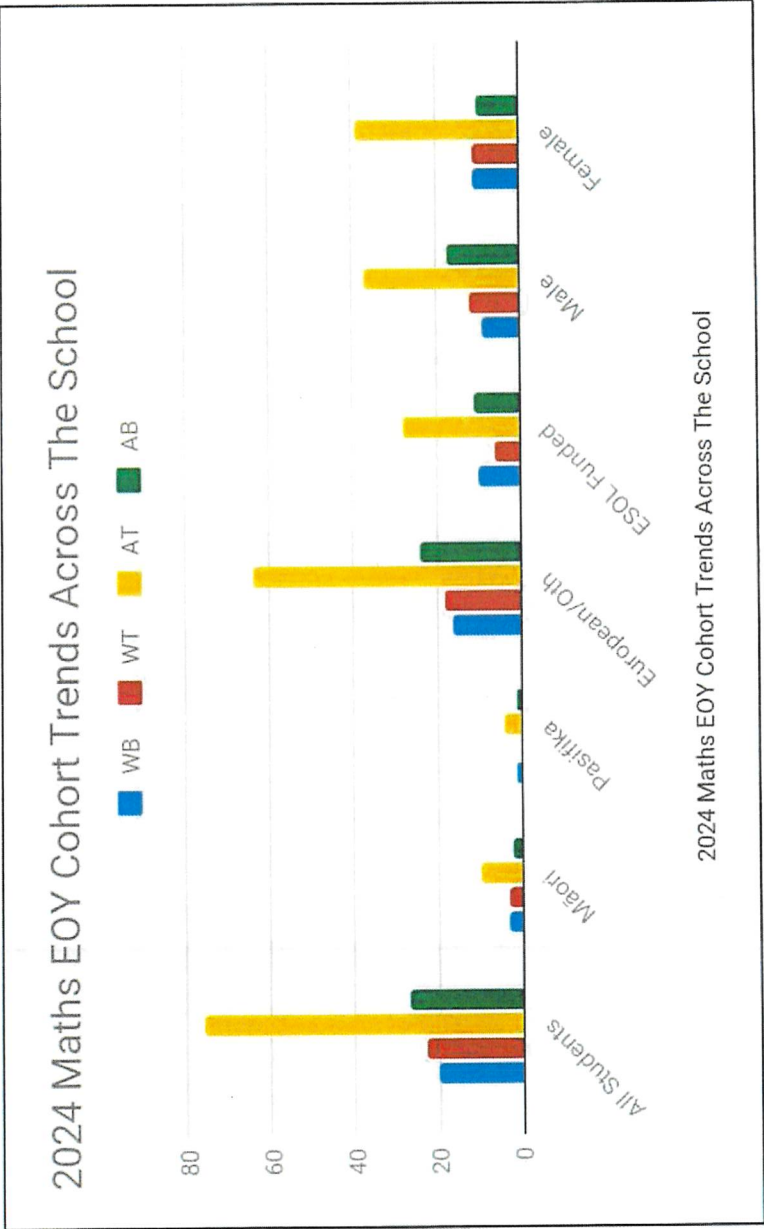
- 30% of RRS students are at negligible risk and normal classroom practise will meet their needs and should be extended
- 19% of RRS students are minimal risk and normal classroom practise will meet their needs
- 21% of RRS students are at some risk and strategic support needs to be in place to ensure their needs are being met
- 30% of RRS students are at risk and intensive support needs to be in place to ensure their needs are being met

All classroom teachers explicitly taught the CODE in their classrooms, as well as running an intervention programme around fluency based on a need identified through the Dibels data.

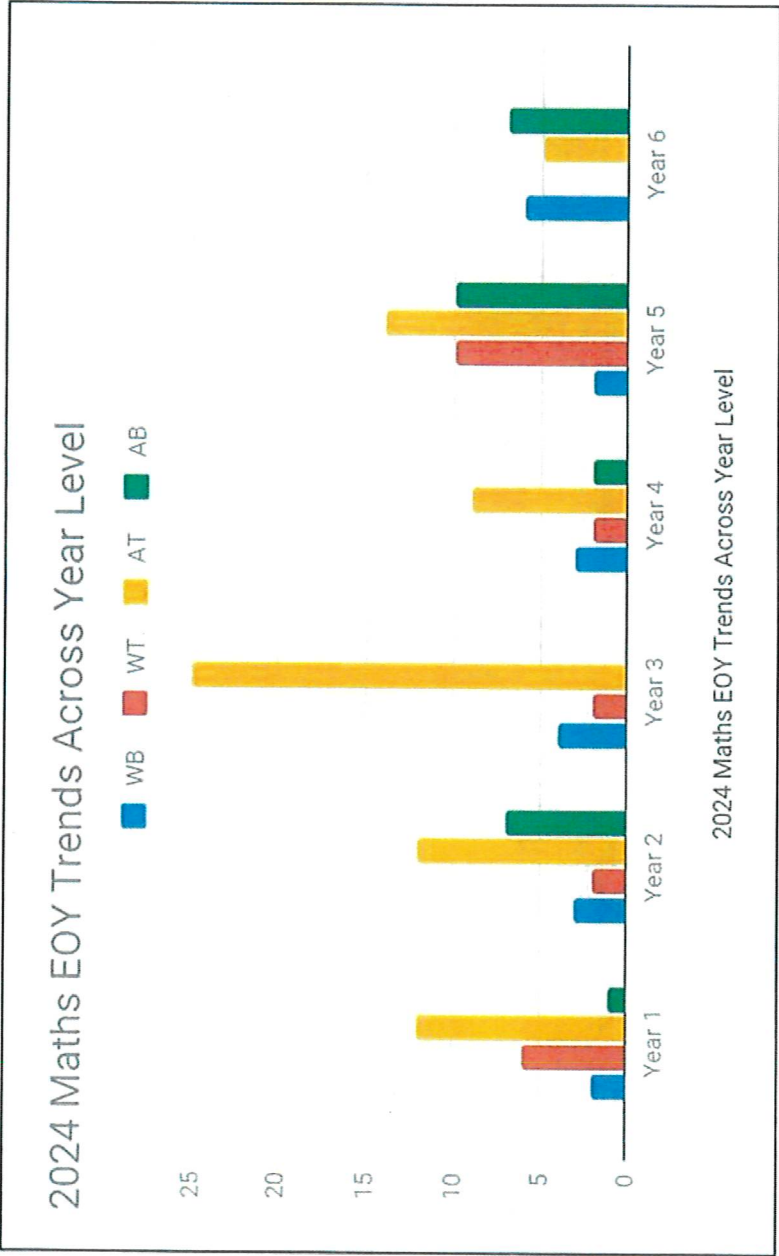
The intervention saw accelerated progress in our target students and personal growth. Unfortunately, given time constraints we had to carry out the EOY data in Term 3 rather than Term 4 so the data may be slightly skewed. We also learned that some teachers altered their testing conditions slightly by introducing a word tracker which may have slowed down our students' fluency. All staff attended a refresher on how to administer Dibels testing which was valid learning for us all.

This data still presents us with valid information to inform our teaching practice and solidifies the need to continue to teach to the bottom tier of the reading rope.

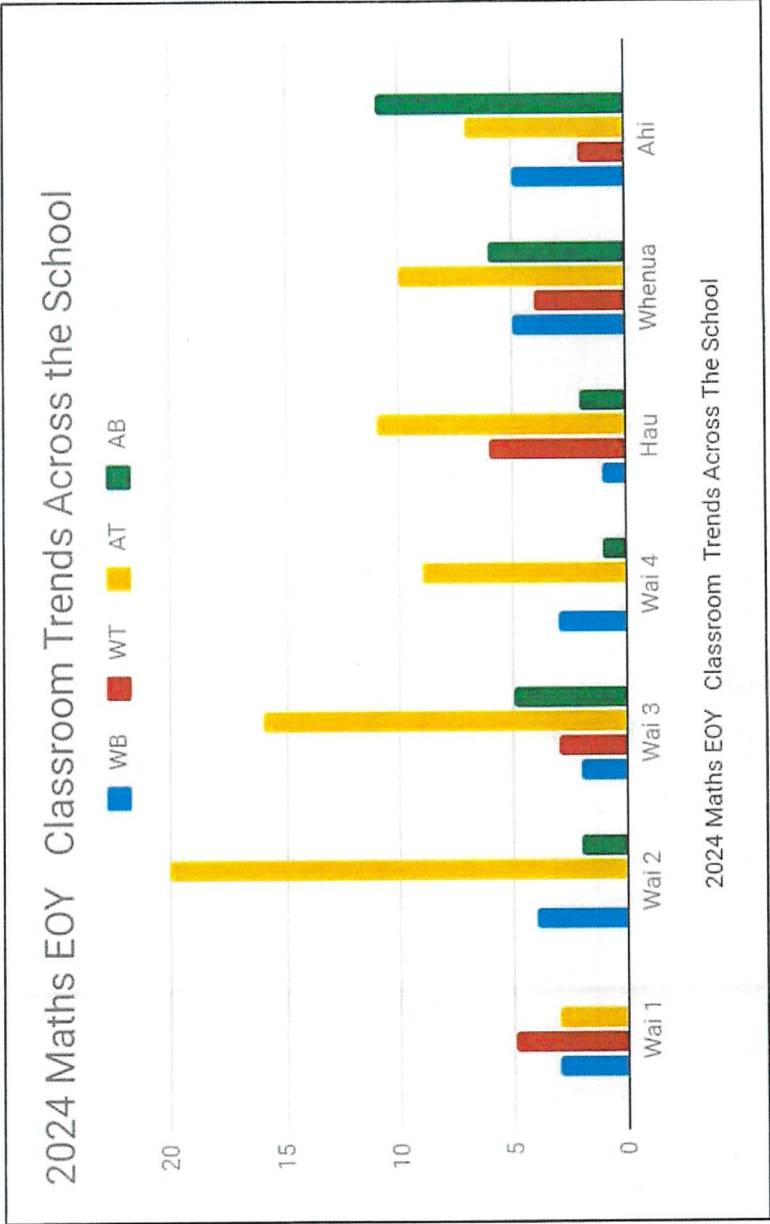
MATHEMATICS: End of Year School Reporting 2024 (NOVEMBER) - NUMBER Knowledge & Strategy									
MATHEMATICS	Working Below Year level		Working Towards Year level		At Year level		Above Year Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	20	14%	23	16%	76	52%	27	18%	146
Māori	3	16%	4	16%	9	58%	2	10%	18
Pasifika	1	16%	1	16%	3	52%	1	16%	6
European/Other	16	13%	18	15%	64	53%	24	20%	122
ESOL Funded	10	18%	6	11%	28	51%	11	20%	55
Male	9	12%	12	16%	37	49%	17	27%	75
Female	11	15%	11	15%	39	56%	10	14%	71



MATHEMATICS: End of Year School Reporting 2024 (NOVEMBER) - NUMBER Knowledge & Strategy									
MATHEMATICS	Working Below Year level		Working Towards Year level		At Year level		Above Year Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	2	11%	6	25%	12	50%	1	4%	21
Year 2	3	13%	2	8%	12	50%	7	29%	24
Year 3	4	13%	2	6%	25	81%	0	0%	31
Year 4	3	18%	2	13%	9	56%	2	13%	16
Year 5	2	7%	10	27%	14	39%	10	27%	36
Year 6	6	33%	0	0%	5	28%	7	39%	18



MATHEMATICS: End of Year School Reporting 2024 (NOVEMBER) - NUMBER Knowledge & Strategy									
MATHEMATICS	Working Below Year level		Working Towards Year level		At Year level		Above Year Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
Wai 1	3	27%	5	46%	3	27%	0	0%	11
Wai 2	4	15%	0	0%	20	77%	2	7%	26
Wai 3	2	7%	3	12%	16	62%	5	19%	26
Wai 4	3	23%	0	0%	9	70%	1	7%	13
Hau	1	5%	6	30%	11	55%	2	10%	20
Whenua	5	20%	4	16%	10	40%	6	24%	25
Ahi	5	23%	2	8%	7	28%	11	44%	25



Maths Number Knowledge and Strategy Trends	Number Knowledge and Strategy Next Steps
**NB Our judgements are now based on the new maths curriculum which is more rigorous than before e.g. Year 3 students previously needed to be able to understand numbers to 1000, now it's 10,000. Maths data for End of Year 2024 across the school shows that: 70% of students (103) are working AT or Above the Expected Curriculum level for the end of year 2024. This was compared with 35% at mid-year. 27 students (18%) working Above 76 students (52%) working AT <i>Comparatively at the mid-year data point:</i> 35% of students (49 students) were Working Towards achieving the Expected Curriculum level by the end of year 2024. By end of year: - After six months of instruction using a "balanced diet" of structured and problem solving maths, only 16% (23) students are at Working Towards. 14% of students (20) are working Below achieving the Expected Curriculum for the end of year 2024. Whilst this is half of the value of what it was at the mid-term, it's with this cohort that positive movement can be a challenge to attain. A focussed intervention programme has been put in place this year at Rewa Rewa for yr 5 - 6 and in 2025 yr 4 - 6 students who fall within this category will be enrolled in the SIM (Spring into Maths) programme. Achievement Levels Across Year Groups: - Early Years (Years 0-2): - Year 0: All students (100%) are "Working Towards Year Level," reflecting the developmental nature of learning at this stage. - Years 1 and 2: The majority of students are achieving "At Year Level" or above (73% for Year 1 and 79% for Year 2). However, Year 2 shows a noticeable group performing "Above Year Level" (29%). - Middle Years (Years 3-4): - Year 3: The strongest performing year group, with 81% "At Year Level" and no students performing "Above Year Level." Only 13% are "Working Below Year Level." - Year 4: Achievement is more evenly distributed, with 56% "At Year Level," but a higher proportion (18%) "Working Below Year Level" compared to earlier years. - Upper Years (Years 5-6):	Schoolwide Recommendations: - Continue to review instructional processes used for maths within the Junior and Senior schools to ensure that teachers are developing and applying an understanding of the science of learning in maths: - Teaching and learning at Rewa Rewa School needs to mirror: - Learning practices of Top-performing Nations - Problem solving is central - Learning to mastery - Consistent formative assessment - Concrete-Pictorial-Abstract approach - Development of mathematical thinking - Particular focus will be placed on interventions from yr 3 to yr 4 as that age level presents significant curriculum challenges with students needing to demonstrate that they've solidified foundational number concepts. - To support students working below or towards the curriculum standard in mathematics, especially ESOL learners, it's recommended that the school focuses on strategies that build mathematical language and comprehension. Using resources like "Talk Moves" to encourage rich mathematical discussions, as well as programmes such as Quick 60 Numeracy for targeted interventions, can be highly effective. Incorporating visual supports like number lines, diagrams, and math vocabulary charts, alongside structured sentence starters for explaining reasoning (e.g., "I solved this by...") can help develop mathematical fluency. Regular use of bilingual glossaries. - The MOE funded Numicon resources might further support ESOL and students Working Below expectations.

- o Year 5: Achievement is varied, with 39% "At Year Level" and 27% each in "Working Towards" and "Above Year Level." Only 7% are "Working Below Year Level." - o Year 6: Shows the highest proportion "Working Below Year Level" (33%), indicating challenges for this group. Despite this, 39% are achieving "Above Year Level," highlighting a wide range of abilities within the cohort. Trends with ESOL funded students: • When compared against ALL students Working Below (20 students), 10 of these students are ESOL funded, therefore, 50% of students at RRS Working Below are ESOL funded students. • When compared against ALL students Working Towards (23 students), 6 of these students are ESOL funded, therefore, 18%. - o Combined, ESOL students make up 1/3 of the total students WB & WT. Ethnicity-Based Trends: • Māori Students: 68% are At or Above year level, slightly below the overall student population (70%). • Pasifika Students: 84% are At or Above year level, higher than the overall average (70%). However, 16% are working below year level, comparable to Māori and the total cohort. • European/Other Students: Perform well overall, with 73% At or Above year level (53% At, 20% Above), and only 13% working below year level.	• As identified in the mid-term report there was, and still is, Whenua and Ahi have a larger spread of achievement, with significant proportions of students "Working Below" and "Above Year Level." ➢ Whenua: • A mixed-achievement group, with 40% "At Year Level" and 24% "Above Year Level," but a notable 36% (20% below, 16% towards) still needing support to meet expectations. ➢ Ahi: • The most varied group, with the highest proportion "Above Year Level" (44%) but also significant numbers "Working Below" (23%) or "Working Towards Year Level" (8%). This group shows a wide range of abilities that requires differentiation. Many of the students in the "Working Below" category are from the yr 6 cohort group, so their learning needs have been communicated with the intermediate. The Spring Into Maths programme (SIM) was started in term 3 and involved some of the above students along with some students from Whenua class. Post programme testing has shown that a number of students have made significant improvements, with a couple now in the "At Year Level" category. Achievement levels are more varied in Years 4-6, with noticeable proportions of students w\Working Below and Above year level. • Whole school learning activities (moveNprove; discussNdefend) are identified (appropriate for year levels) at staff meetings and they're used during maths lessons frequently monitored by the Lead Maths Teacher. a. Lead teacher to continue to monitor classroom teacher development and support the teaching of effective mathematical strategies. • Teachers to continue active engagement through contextual word problems in class learning with peer to peer, small groups, whole class and individual activities of a collaborative nature (using 'problems of the week' and 'Talk Moves'). • New students to RRS are assessed to identify their level of knowledge within two weeks of beginning at school using predetermined assessment tests such as the Structured Maths Approach (SMA) diagnostic testing or the GLOSS test. Teaching Staff: 1. Quality professional development (PLD) for all teachers in 2025 will be a high priority especially for those teaching at the yr 3 - 6 level i.e. The Learner First, Julie Roberts. 2. All teachers will participate in PLD on the Refreshed Maths curriculum. Our maths progression and OTJ matrices may need to be updated to align with the refreshed curriculum. 3. <i>Deliberate Acts of Teaching</i> - Teachers plan for and deliver a "balanced diet" which includes maths games, rote practice, multi-part problem solving.
--	---

	4. "I do, You do, We do" teaching strategies are evident in planning and delivery of curriculum. 5. Teachers monitor students and provide them with extra instructional support. The focus is on using physical manipulatives to improve visualisation of maths concepts. 6. Senior teachers twice yearly GLOSS assessments to support teacher OTJ's from yr 4 - 6. Junior teachers return twice termly SMA assessments on student achievement to support OTJs. 7. Create maths games kits for all classes for 2025. Emphasis on the need to play with applying our skills, so teachers will be taught via weekly PLD and be given time to practise together using games before using them in class with students (recallNreason). 8. New emphasis on student application of skills/ teacher assessment of skills in other contexts e.g. STE(A)M or LTP learning times. Senior syndicate started this in term 4 of 2024, but it has yet to become a regular part of curriculum. 9. Teachers need to begin to use and document 'dynamic assessments' (including Problem of the Week) of both Number Knowledge and Strand. 10. Using our school-wide maths assessment progression matrix, all teachers will cross reference SMA and/or GLOSS, dynamic assessments, and PAT assessments, resulting in an OTJ. a. In order to support Maori and Pasifika students with improving their maths performance, the school should try to reach out to those whānau to further improve relationships. Building connections with students' families and communities is essential. What help is needed from the school? How could we work together?
--	--



Rewa Rewa School 2024 Maths Statement of Variance: Progress against targets MOE copy End of Year

Strategic Goal 2: (NELP Goal 4)

Ensure every learner/ ākonga gains sound foundations skills including language - literacy and numeracy, any language used as a 1st language including NZ sign language.

Rewa Rewa School Primary Objective 2 Annual Target Curriculum Refresh: Maths / English

All kaiako will strengthen their understanding and knowledge of the new Maths and English refresh Te Mātaiaho curriculum and start to embed these into their practice to support student learning outcomes.

NELP Objective 2 Quality teaching and leadership

Quality teaching and learning makes a difference for learners and their whānau.

Background Summary

Our end of year data (2023) in maths indicated that the following students were 'Working Towards' or had achieved the cusp of 'AT the Expected Curriculum Level'. The assessment tools that we used with our yr 4 - 6 students were the PAT, and GLOSS standards-based tests. These results were triangulated with the PaCT tool moderations in order to inform Overall Teacher Judgements (OTJ's).

Legend: Orange = area of need Green = area of strength

In 2024 our school maths goals are to:

- Accelerate the progress of all yr 4 - 6 target students who are currently working towards the Expected Curriculum progress outcomes for NUMBER.
 - Upskill teachers in using Problem of the Week and The Learner First Strategies (Rich Routines) so that students are taught to use these strategies to enhance their learning in maths.
- The maths proficiencies (often called processes in PLD books) that we will be building in our school this year are: Investigating Situations, Representing Situations, Connecting Situations, Generalising Findings, Explaining and Justifying.

Name	Year Level	Ethnicity	OTJ (term 4, 2023) Number Knowledge Curriculum Level	OTJ (term 4, 2023) Strand Curriculum Level	OTJ (term 2, 2024) Number Knowledge Curriculum Level	OTJ (term 4, 2024) Number Knowledge Curriculum Level	PAT - stanine (term 4, 2023)	PAT - stanine (term 4, 2024)	GLOSS (term 4, 2023)			GLOSS (term 2, 2024)			GLOSS (term 4, 2024)		
									Add/ sub	Mult /Div	Prop./Ratio	Add/ sub	Mult/ Div	Prop./ Ratio	Add/ sub	Mult/ Div	Prop./ Ratio
Female	4	Indian	1a	1a	WB	WB	n/a	3	3, 2, 3			1, 2, 4			4, 1, 2, 4		
Female	5	NZ European	3e	2a	WT	WT	5	5	5, 4, 2-4			2, 3, 1			E6, 5, 5		
Female	5	Samoan	n/a	n/a	WB	WB	3	3	n/a			3, 3, E5			E6, 5, E6		
Male	5	Indian	2a	2a	WT	WT	5	4	n/a			E5, 5, 2-4			5, 5, E5		
Male	5	NZ European	2a	2a	WT	WT	4	3	E5, E5, 2-4			2, 2, 3			E6, 5, E6		
Male	5	Vietnamese	3e	2a	WT	WT	4	4	E6, 5, 5			1, 2, 5			6, 1, E5		
Male	5	NZ Maori	2e	2e	WT	WT	3	3	E5, E5, E5			Regular absenteeism			2, 5, E6		
Male	5	NZ European	2a	2a	WT	WT	4	4	E5, 4, 5			E6, 1, E5			2, 5, E5		
Male	5	Indian	n/a	n/a	WT	WT	4	4	4, 4, E5			4, 1, 2, 4			2, 5, E6		
Male	5	Sri Lankan	2e	2e	WT	WT	6	4	3, 4, 4			1, 2, 3			E6, 1, E6		
Female	5	Indian	3e	2a	WT	WT	5	5	E5, E5, 2-4			absent - overseas			2, 5, E6		

Female	5	Tamil	2e	1a	WB	1	4, 3, 4	absent - overseas	3, 4, 2
Female	5	NZ Maori	2e	2a	WT	3	4, 3, 3	3, 4, 1	3, E5, 2
Female	5	NZ Maori	2e	2e	WT	4	4, 3, 2-4	E5, 4, 2-4	E5, 4, 2-4
Female	5	NZ European	2a	2a	WT	5	E5, 4, 5	E5, 4, 5	E5, 4, 5
Female	6	Indian	2a	2a	WB	4	E5, 4, 2-4	E5, 4, 2-4	E5, 4, 2-4
Male	6	Samoan	2a	2a	WB	4	3, 4, 2	absent-overseas	3, 4, 2

Observations of student achievement mid-term:

For the students with previous year data, most are doing well in the multi/div aspect of the GLOSS assessment. Of the eleven students with previous comparative data, five have not progressed to a new achievement level. This needs to be investigated per pupil in the hopes of understanding why and developing a strategy to help move them before the end of the school year.

- Number strategies for efficiently solving addition, subtraction, multiplication and division problems are an area of need - standard algorithms. The subtraction and addition problems that are at the senior level of GLOSS are for 3 digits and students struggle with the larger numbers when regrouping.
- Several ESOL students have made excellent improvement, suggesting that language isn't as much of a barrier to improvement in this subject. Clear teaching and application strategies are a must.
- Students need more opportunities to work with fractions and partitive numbers so that they can begin to internalise some of the relationships between those.

Observations of student achievement by end of year:

- The data highlights several trends in student mathematics performance across key assessment tools and curriculum levels over the year. Notable progress was observed among most students in their Number Knowledge and Strand levels, particularly those transitioning from "Working Towards" (WT) to "At" (AT) or higher. However, some learners, especially those starting the year "Well Below" (WB), displayed slower progress, requiring continued targeted interventions.
- Improvement in GLOSS assessments reflects growth in problem-solving skills across Additive/Subtractive, Multiplicative/Divisive, and Proportional/Ratio domains, with several students advancing a curriculum level. However, persistent challenges were identified among students with irregular attendance, such as absenteeism or overseas travel, which impacted consistent achievement gains.
- The PAT results indicate stable or improved performance for most students, with some maintaining higher stanines across the year. Ethnic group trends suggest that while progress is evident across all groups, tailored support may further enhance outcomes for underrepresented groups. Overall, the data emphasizes the need for differentiated teaching strategies to cater to diverse learning needs and ensure equitable achievement.

2024 Annual Target / Goal for MATHS

Rewa Rewa School



Key Action:

Undertake professional learning to grow the collective capacity of kaiako in the use of **The Learner First**: Rapid Routines; problem of the week (dynamic assessments); and process skills as laid out in the new maths curriculum - Investigating Situations, Representing Situations, Connecting Situations, Generalising Findings, Explaining and Justifying. These skills will support the progress and achievement of ākonga in maths.

Regulation 9(1)(b)

Action 1	Action 2	Action 3		
To upskill the Lead Teacher in Structured Literacy pedagogy, classroom practice and assessment tools. - Professional Development workshops with The Learner First programme terms 1 - 4. - Professional readings undertaken. - Review/develop the assessment tools used for maths school-wide. - Prepare and lead staff meeting workshops to support the curriculum knowledge and growth capacity of our kaiako.	To upskill kaiako in pedagogy, classroom practice and assessment tools. - Professional Development via weekly sessions in terms 1 & 2 to grow knowledge and understanding of all yr 1 - 6 kaiako - delivered by Maths Lead Teacher. Continue to offer support in terms 3 & 4 as required. - All kaiako supported applying new knowledge and understanding in maths to their planning and teaching. - Introduction of PAT online assessment and use of this data with all yr 4 - 6 teachers - Maths Lead Teacher to facilitate. - Observations and coaching of all kaiako (2 times per year minimum). - Kaiako invited to observe Lead Teacher modelling with home class / Lead Teacher's class. - Undertake shared moderation meetings mid and end of year using Target Students in yr 1 - 6.	To raise the progress and achievement of our ākonga in maths. - Extension opportunities for gifted students: Otago Maths, University of Canterbury competition and Mathswell. - Remediation opportunities for Variance Target Students using Spring Into Maths and maths games (revisitNretain). - Year 4-6 ākonga who are currently working at Level 1 or Early Level 2 of the Maths Curriculum. - Ongoing monitoring of progress and achievement throughout the year of Target Students. - Continued active engagement through contextual word problems in class learning with peer to peer, small groups, whole class and individual activities of a collaborative nature. For Mātauranga Tau/ Number students will progress towards these achievement outcomes: <table><tr><td> Understand - The world is full of patterns and structures that we use in mathematics and statistics to understand. - The world is characterised by change and variation that we use mathematics and statistics to understand. - Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions. </td><td> Know - In our number system, each place value is a power of 10. </td></tr></table>	Understand - The world is full of patterns and structures that we use in mathematics and statistics to understand. - The world is characterised by change and variation that we use mathematics and statistics to understand. - Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.	Know In our number system, each place value is a power of 10.
Understand - The world is full of patterns and structures that we use in mathematics and statistics to understand. - The world is characterised by change and variation that we use mathematics and statistics to understand. - Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.	Know In our number system, each place value is a power of 10.			

				- Multiplication and division problems can involve equal groups, rates, comparisons, combinations, part-whole relationships, areas, and volumes.
				Do <i>Investigating:</i> - Find the entry points for addressing a question, identifying relevant prior knowledge, givens and relationships. <i>Representing Situations:</i> - Use representations to find, compare, explore, simplify, illustrate, prove, and justify patterns and variations. - Use representations to learn new ideas, explain ideas to others and support arguments. <i>Connecting Situations:</i> - Suggest connections between ideas and approaches - Connect new ideas to things I already know. <i>Generalising Findings:</i> - Recognize and explore patterns and draw conclusions about them. - Identify relationships, including similarities, differences, and new connections. <i>Explaining and Justifying Findings:</i> - Use evidence, reasoning, and proofs to explain why I agree or disagree with statements.
What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>				
Date(s) of Action	Action 1 To upskill the Lead Teacher	Date(s) of Action	Action 2 To upskill the kaiako	Date(s) of Action
Friday 16th Feb. & 14th June	Professional Development workshops with The Learner First programme terms 1 - 4. The term 2 session was at RRS -w/ New Entrant class, year 2/3 class, and year 4/5 class.	Ongoing Mondays or Tuesdays in terms 1 & 2	Professional Development via weekly sessions in terms 1 & 2 to grow knowledge and understanding of all yr 1 - 6 kaiako - delivered by Maths Lead Teacher. Continue to offer support in terms 3 & 4 as required.	Ongoing throughout terms 2 & 3
Monday 4th Mar. & 14th June	Professional documents provided by the Lead Teacher to all staff.	During certain PLD sessions - Feb. 5th and Mar. 4th	All kaiako supported applying new knowledge and understanding in maths to their planning and teaching. Introduction of PAT online assessment and use of this	SIM Programme (a remedial programme) PLD for Senior Teachers Thursday July 4th Action 3 To raise the progress and achievement of our ākonga • Extension opportunities for gifted students: Otago Maths, University of Canterbury (CAM) competition and Mathswell. • Remediation opportunities explored for Variance Target Students. Spring Into Maths (SIM) starting in term 3 and maths games (revisitNreitan). - Year 4-6 ākonga who are currently working at Level 1 or Early Level 2 of the Maths Curriculum. • Yr 4 - 6 target students assessed (end of term 2, 2024) using SIM testing to identify whether there is a

Friday 5 July	Maths Processes from "Making Maths Meaningful" & Reading Launching Complex Tasks.pdf Met with Principal to discuss financial implications of SIM programme - 5 yr subscription and Refresher Course with Julie Roberts (term 3). Decided to go ahead.	Monday 12th Feb. - via Team Meeting Mondays: May 6, May 20th and June 17th Tuesday 13th May Friday 14 June Friday 14 June Friday 4 July	data with all yr 4 - 6 teachers - Maths Lead Teacher to facilitate. 3 observations, coaching and feedback to all kaiako undertaken in term 2 (2 times per year minimum). Reflective feedback undertaken by all class teachers on their progress. Undertake shared moderation meetings mid and end of year using Target Students in yr 1 - 6. NE teacher attended full day PD Learner First workshop All class teachers observed Learner First modelling All Senior syndicate / LSC / principal attended Spring into Maths meeting-made decision about intervention programme being a good idea. Teacher Aide / LSC will lead the delivery of the SIM programme in term 3 and updating of SIM kits.	need for an intervention programme - yes. Will start with yr 6 students (2 groups) as the programme is a 10 week course and they will be leaving for NIS at the end of term 4.
Evidence <i>This is the sources of information the board used to determine those outcomes</i>				
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Action 3 To raise the progress and achievement of our ākonga
Ongoing (1 per term)	Ian attended PLD sessions presented by The Learner First, a paid learning opportunity shared between Rewa Rewa	Ongoing Mondays or Tuesdays in terms 1 & 2	Ian provided the Board with some coloured copies of his Slides presentations	Board provided with Student Mid-year Data report. Maths Variance Goals Mid Year summary to be completed and shared with teachers & the Board - Term 3 Wk 4 Board mtg
			Tuesday 18th, June	Tuesday 13th, August

	School and Newlands Intermediate School. RRS hosted session #2 on June 14th. These helped Ian to more effectively lead PLD sessions with staff and set directions for programme delivery and upskilling of staff. Maths Lead teacher to analyse Mid Year yr 4 - 6 Variance Goal data: Progress being made by target students Areas of Need Intervention steps needed to be made by class teachers and external programmes that could also support this (SIM). Maths Lead teacher to add to weekly agenda - Variance Goals target students - support required by teachers to achieve progress in outcomes.	Week 8, Term 1 Week 9, term 2	Ian provided the Board with a PAT report for their review. Ian gathered written feedback from all class teachers about their progress in the teaching of new maths strategies and the support that they still need.		- Term 3 Wk 4 staff mtg
Reasons for any differences (variances) between the target and the outcome <i>Think about both where you have exceeded your targets or not yet met them</i>					
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 To raise the progress and achievement of our ākonga
Ongoing throughout the year	Professional Development workshops with The Learner First programme terms 1 -	Ongoing throughout the year	Professional Development via weekly sessions in terms 1 & 2 to grow knowledge and understanding of all yr 1 - 6 kaiako - delivered by Maths	Term 3 - onwards	SIM Programme (a remedial programme) PLD for Senior Teachers We successfully introduced staff to the Spring Into Maths programme and specifically they were shown the videos which demonstrated

	4. The term 2 session was at RRS -w/ New Entrant class, year 2/3 class, and year 4/5 class.		Lead Teacher. Continue to offer support in terms 3 & 4 as required. All kaiako supported applying new knowledge and understanding in maths to their planning and teaching. Introduction of PAT online assessment and use of this data with all yr 4 - 6 teachers - Maths Lead Teacher to facilitate. Our End of Year data report as well as PAT report show some clear progress with students. Refer to page 2 for evidence of results for variance students. These trends		step-by-step how to use certain manipulatives in their classes. We launched the SIM programme with 2 groups in term 3 and into term 4 ending in week 6. Exit testing has shown satisfactory achievement for all students except for 2. Several of the students have been able to be promoted out of the programme for next year.
Planning for next year...where to next? <i>What do you need to do to address targets that were not achieved?</i> <i>Consider if these need to be included in your next annual implementation plan</i>					
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 To raise the progress and achievement of our ākonga
Ongoing	PLD sessions online with The Learner First We have agreed to work with NIS and join them for The Learner First PLD in 2025. All year 3 - 6 teachers will attend termly workshops..	Ongoing	1.) Lead Maths co-ordinator to continue with embedding the TLF maths instructional programme. As mentioned, the current teaching programme across the school seems to be paying off positively in student achievement. Triangulation of our data points all in that direction. The new maths lead will need to continue to set directions for staff that lead more into	Ongoing	1) Yr 4 - 6 target students assessed (end of term 4, 2024) using SIM testing. The school has bought into the SIM programme for the next 4 years and so priority learners have already been identified and are being grouped to begin the programme in term 1. More learning and data will help set directions going forward. 2) Extension opportunities for gifted students: Otago Maths,

			regular in-class practice improvements with respect to more problem-based learning opportunities for students at all ages, while continuing the discourse based "Talk Moves" and teaching strategies from the TLF. A "balanced diet" between direct instruction and constructivist teaching and learning being the goal. 2.) Numicon Resources The government has only chosen to fund one resource, from a limited list, to support implementation of the new maths curriculum. Our school has chosen the Numicon resources in the hope that these resources along with SIM will address the learning needs of some of our more complex learners, and high ESOL population. 3.) ePro8, STEAM and Learning Through Play programmes The staff have only begun to see the potential for positive student engagement and learning through application of knowledge via these programmes. Our data shows that we have a significant portion of students who need extension opportunities, but hands-on learning also allows all students to access the curriculum in a more authentic and personalised way. The senior teachers will require PLD and the supports to ensure that these programmes embed themselves next year.	University of Canterbury (CAM) competition and Mathswell. These opportunities will continue and perhaps need to be turned into a more organised teaching and learning 'extension maths' group or groups.
--	--	--	---	--

MOE Copy: 2024 Reading Statement of Variance: End Year Progress against targets

Strategic Goal 2: (NELP Goal 4)

Ensure every learner/ ākonga gains sound foundations skills including language - literacy and numeracy, any language used as a 1st language including NZ sign language.

Rewa Rewa School Primary Objective 2 Annual Target for Curriculum Refresh: Maths & English

All kaiako will strengthen their understanding and knowledge of the new Maths and English refresh Te Mātaiaho curriculum and start to embed these into their practice to support student learning outcomes.

NELP Objective 2 Quality teaching and leadership

Quality teaching and learning makes a difference for learners and their whānau.

Background Summary

Our end of year data (2023) in Reading indicated that the following ESOL students were Working Towards or just AT the Expected Curriculum level. Further investigation using the PaCT assessment tool highlighted a need to strengthen the word-recognition (lower) strand of Scarborough's reading rope (Phonological Awareness, Decoding, and Sight Recognition of familiar words), in order for our tamariki to access the five language comprehension skills (upper) strand of the reading rope. The strands in the rope become more tightly intertwined as students become increasingly more strategic and automatic in their ability to apply and transfer all of the skills until they finally become skilled readers.

End of Year 2023 Data					This data has been superseded in 2024. Please see below
Name	Year Level	Ethnic	Curriculum status EOY 2023	Curriculum Level EOY 2023	
MALE	Y4	Filipino	AT	1a	
FEMALE	Y4	Indian	AT	1a	
FEMALE	Y4	Middle East	AT	2e	
MALE	Y5	Sri Lankan	Working Towards	1a	
MALE	Y5	Chinese	Working Towards	1a	
FEMALE	Y5	Sri Lankan	Working Towards	1a	
FEMALE	Y6	Indian	Working Towards	2e	
FEMALE	Y6	Chinese	Working Towards	2e	

In relation to our Māori and Pasifika students our 2023 End of Year data indicated that these students are working AT the Expected Curriculum. This is a fantastic achievement for the school, however careful monitoring of these students and their progress will continue to ensure that they stay on track.

Dibels Data 2024 Mid + End of Year Progress & Achievement

Well Below Year Level	Working Towards Year Level	At Year Level	Above Year Level
-----------------------	----------------------------	---------------	------------------

ESOL tamariki took the Dibels assessment in Term 2. Teachers will be using this data in the next 6 months to make a difference to student outcomes and monitor individual student progress.

Name	Year Level	NWF-CLS	NWF-WRC	WRF	ORF Correct	ORF Errors	Accuracy	Maze Correct	Maze Errors	Maze Calculated Score	Composite Score	Comment
MALE	Year 4 Mid Year	29	8	32	56	3	95%	6	0	6	306	Overall, Working Towards the expected year level. An intervention to improve his oral reading fluency is in place to help shift his progress to working At the expected year level. Additional support is being provided through PTP programme and Steps Web...
	Year 4 End of Year	50	14	40	80	0	100%	3	1	2.5	404	Still Working Towards the expected year level he has made huge improvements in his individual scores and composite score.
FEMALE	Year 4 Mid Year	33	11	4	13	7	65%	0	0	0	286	Overall, Working Well Below the expected year level. An intervention to improve her oral reading fluency is in place to help shift her progress to at least working towards the expected year level. Additional support is being provided through PTP programme
	Year 4 End of Year	37	12	4	25	5	83%	1	0	1	372	Still Working Well Below the expected year level. She has made marginal improvements despite the interventions we have set in place.
FEMALE	Year 4 Mid Year	41	12	15	34	7	83%	4	2	3	299	Overall, Working Well Below the expected year level. An intervention to improve her oral reading fluency is in place to help shift her progress to at least working towards the expected year level. Additional support is being provided through PTP programme and Steps Web.
	Year 4 End of Year											has since left RRS
MALE	Year 5 Mid Year				69	4	95%	5	6	2	314	Overall, Working Towards the expected year level. An intervention to improve his oral reading fluency is in place to help shift his progress to working At the expected year level. Additional support is being provided through PTP programme and Steps Web.
	Year 5 End of Year				100	2	98%	16	1	15.5	421	Now working AT the expected year level. He has made progress within each area.
MALE	Year 5 Mid Year				57	11	84%	10	5	7.5	306	Overall, Working Well Below the expected year level. An intervention to improve his oral reading fluency is in place to help shift his progress to at least working towards the expected year level. Additional support is being provided

[illegible]

2024 Annual Target / Goal for READING



Rewa Rewa School

Key Action:

Undertake professional learning to grow the collective capacity of kaiako in Structured Literacy (SL) skills to support the progress and achievement of ākonga in literacy.
Regulation 9(1)(b)

Action 1	Action 2	Action 3			
To upskill the Lead Teacher in Structured Literacy pedagogy, classroom practice and assessment tools. - Coaching sessions with Liz Kane - Structured Lit - Sessions with Jan Hamilton - RTLB - Professional Development	To upskill kaiako in Structured Literacy pedagogy, classroom practice and assessment tools. - Professional Development TOD - Liz Kane - Professional Development - Literacy Lead (Weekly) - Introduction of DIBELS assessment - PD with Avi (literacy lead) & Jan Hamilton (RTLB) - Observations and Coaching (3 times a term)	To raise the progress and achievement of our ākonga in reading. Use the new assessment tool, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment to measure & monitor the progress of our Year 4-6 ESOL ākonga who are currently working Below the Expected Year Level by the end of the year. 1 additional ESOL student has been identified & added to our variance group Students will: <table border="1"> <tr> <td> Understand Communication depends on shared codes and conventions. </td><td> Know Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas). </td><td> Do Use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts Use a range of encoding and composing strategies to create written texts with a variety of sentence </td></tr> </table>	Understand Communication depends on shared codes and conventions.	Know Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas).	Do Use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts Use a range of encoding and composing strategies to create written texts with a variety of sentence
Understand Communication depends on shared codes and conventions.	Know Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas).	Do Use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts Use a range of encoding and composing strategies to create written texts with a variety of sentence			

			structures, text structures, and forms of punctuation (e.g., for dialogue)
What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>			
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako
Jan 26th Ongoing Ongoing	- Coaching sessions with Liz Kane - Structured Literacy facilitator. N.B. This supports previous upskilling in BSLA. - Structured Literacy meetings between Jan Hamilton RTLB and Avi Jayasekera (Lead Teacher) - to develop Structured Literacy action plan including programme support for teachers - Professional Development undertaken for the Lead Teacher Readings/Videos - Supporting and upskilling a teacher to co-facilitate a SL workshop held on our local cluster TOD.	Term 1 & 2	- School wide implementation of the CODE - All class teachers attend weekly Structured Literacy staff meetings (refer to minutes) to develop SL knowledge and understanding so this can then be applied back into their classrooms - Regular observations and professional growth conversations between Kaiako and Lead Teacher each week - Introduction and implementation of the DIBELS assessment tool to inform next teaching steps - Modelling best practice to all classroom teachers, enhancing teacher performance and confidence. - Observations of practice have identified those teachers who require additional 1:1 support in the following term.
		Date of Action	Action 3 raise the progress and achievement of our ākonga
		Term 1 & 2	Redesigned how teachers are making OTJ's and progress the students are making against phases rather than curriculum levels Supplied necessary resources to support teacher planning, assessment tools and programmes Held a staff meeting early term 3 for teachers to look at the progress of target students as well as those newly identified as needing further support. The literacy programme for the new yr 1 - 3 Wai 2 class group in term 3 to be undertaken by Avi Jayasekera to maintain consistency of practice for these learners.
Evidence <i>This is the sources of information the board use to determine those outcomes</i>			
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako
Ongoing Ongoing Mid/EOY Term 3 Term 1	- Teacher planning - Bank of CODE lessons - Dibels data schoolwide - Shared Reading intervention (term 3) - Long Term Literacy Plan - Literacy Progress and Achievement	Term 1 & 2	- Teacher planning - Observations including write ups PGC - Staff meeting/curriculum minutes - Teachers attending after school PD - add course title + facilitator - Additional PD resourcing funding to support a teacher request to attend full day workshop during school time (PF - Term 3) - WELLIES Literacy, Amie Roberts - Wai 2 release teacher (Carolyn Collis) using Structured Literacy planning to continue this programme with these learners
		Date of Action	Action 3 raise the progress and achievement of our ākonga
		Term 1 & 2	Literacy Progress and Achievement Dibels data for students New readers purchased that follow and support Liz Kane's scope and sequence Re-organized Phonics Plus Readers to fit with School's Scope and Sequence PTP Parent tutors using new phonics books

						Anecdotal we are noticing that our ESOL students are becoming confident with using the SL approach to make connections with English as their 2nd language.
Teacher Voice Teacher 1: I really enjoyed the code PD session at the beginning of the year. It really helped me understand better what the aims are and how the lesson should look. The weekly literacy PD was great to keep us updated through a step by step process that was very manageable. I noticed that the code worked really well for all my kids, and looking at the data from the beginning year (before code) and now everyone has improved. Teacher 2: After having taught the code without really any formal training on this model. It was a breath of fresh air to have Liz explain the who what when where and why. All PD has supported the development of clearer step by step learning intentions. Vital for all tamariki, but particularly at the foundation stage where you are teaching and developing a love of literacy. Teacher 3: I found that the Liz Kane presentation and practise during the session was very valuable because it was short and sharp and guided us through giving it a go, before it was explicitly expected in class. I thought that Jan H.'s initial presentations about the reading rope and theory behind Structured Literacy were interesting "food for thought". Avi's on-boarding of Dibels and the CODE in classes has been clear and I think that they're effective teaching and assessment strategies for aspects of literacy. I feel like as a teaching team we are starting to develop some strategies for implementing the other components of a complete literacy programme. Teacher 4: Professional Development TOD - Liz Kane- I found this very helpful! It reinforced some of the things I was doing well in the class but was very practical on how to follow the lesson sequence more explicitly. Particularly how to do the review part of the lesson. Professional Development - Curriculum Growth in Literacy (weekly). Facilitator: Avi & Jan H. - I have found both facilitators so supportive. Jan has a wealth of knowledge and is so passionate and excited about the progress we are making (I'm always keen to share with her what I have been trying in the classroom). She is always ready to give me the next step in my structured literacy journey. Avi always makes herself available to discuss and support me when I have questions or queries about aspects of my lessons. As she is in the classroom on this journey as well she knows what it's like and has suggestions of how I might go about things. Introduction and implementation of the DIBELS assessment tool - PD with Avi (Literacy Lead) & Jan Hamilton (RTLB) - It was good to see this assessment being administered on video as well as having the opportunity to practise it on an actual child before doing it with my own class. I appreciated being given the day to do the assessments. It was interesting to see the data and where we can do interventions as well as what interventions will be introduced. Observations and coaching of all classroom teachers (3 times per term) - It is validating to have someone come in and tell you that you are doing a good job having observed what you are doing. And also receiving feedback about what is going on well. Modelling best practice to all classroom teachers - It was helpful to watch Avi's lesson via video on how she runs it in her classroom to check in what I might be missing or how I could improve my practice. But also knowing that if I need her to model in my classroom she is more than willing to do this Teacher 5: Both the Professional Development by Liz Kane and the continuous Professional Development carried out by you and Jan H have provided me with a lot of growth and confidence in teaching literacy, specifically spelling patterns and sounds. This programme has enhanced the literacy development of all of the students in my class and it was a highlight being able to speak to this achievement in my recent parent interviews. I have found confidence in implementing the DIBELS assessment and it has supported me in making judgments of the next steps that are required in my reading programme. It has also helped me to identify individual needs and areas of working towards each of the students that have been identified with gaps. Each time you model Avi, I am continuously inspired to be led by a wealth of knowledge and expertise. My passion for literacy teaching has been immensely supported by all of your efforts in making this area of learning so successful in our school.						
Reasons for any differences (variances) between the target and the outcome <i>Think about both where you have exceeded your targets or not yet met them</i>						
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 raise the progress and achievement of our ākonga	

Term 1 & 2	As the lead teacher I feel more confident and able to lead my team using the resources and skills I have acquired, particularly over the last 6 - 12 months. This has meant that the Professional Development I have been able to deliver to the team has been more specific and outcomes based. A very careful, planned approach has been undertaken to the delivery model to enable teachers to feel success and be supported during this process of new learning and change. Confidence has built in the Lead Teacher through providing immediate feedback and follow up which in turn has been taken on board and followed through.	Term 1 & 2	- Teacher Confidence - Teacher by in/ understanding of the Science of Reading The majority of those in the teaching team are using the CODE lesson outline provided by Liz Kane to inform their teaching. As confidence grows, the quality of the programmes is increasing. Seeing the team perform with such confidence in such a short time span has exceeded my targets. Giving immediate and tri-weekly feedback has meant teachers must take ownership for their practice, can ask questions and use the: "just in time" responses to quickly and efficiently make adjustments to their teaching practice..Improvements can be seen after each observation. Next step for term 3 could be for teachers to video themselves in action - what do they notice that they are doing well / what do they need to change add?	Term 1	The senior lead team analysed how we Report to Parents as well as the assessment tools being currently used, and our response to the new NZ literacy curriculum. This led us to make the decision to move from reporting against Curriculum levels to reporting against Year level and Phase. This change has made it difficult to compare results to 2023 EOY data where we reported against curriculum levels. The End of Year 2024 progress will therefore need to be measured against Mid Year 2024 data. In 2025, we would hope that our data can show us more accurate progress over time. The change to using phases rather than levels also meant a big change in how we needed to share this information with our parents. A new progress and achievement chart LINK needed HERE + we need a Mid Year student progress made doc here for reading, writing and maths was developed. This was supported with three Panui newsletters to help our parents to better understand the changes that the ministry is introducing within the Curriculum Refresh. Students are progressing term by term as seen through the Liz Kane CODE Word Checks in each class Progress monitoring was undertaken in Term 3 and next steps identified.	Term 3
Planning for next year...where to next? <i>What do you need to do to address targets that were not achieved?</i> <i>Consider if these need to be included in your next annual implementation plan</i>						
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 raise the progress and achievement of our akonga	
2025	Lead teacher has won a study award from TeachNZ and will be undertaking study to obtain her Masters in Educational studies with a field study on the science of learning. She will continue to lead literacy for Rewa Rewa in 2025 by sharing her learning and supporting Portia France who will take the in school lead of structured literacy	2025	Kiako will continue to have in school PD around the refreshed NZ English curriculum, Structured literacy components. Chapter book studies will be introduced to kaiako and support will be given for this by Jan H (RTLb) and Avi J. (Lead literacy) Literacy matrices will be updated by lead teacher to ensure correct NZ curriculum coverage PAT/e-asTTle PD to ensure teachers have current assessment knowledge In class observations to be continued in 2025	2025	Post testing and assessment is being undertaken to determine which students will be part of the PTP, STEPS, oral language, and other supplementary programmes available at school. Explicit teaching through the CODE, shared reading, chapter book studies will be consistent in the classroom. TA support will be given within classrooms for extra practise of skills.	



MOE Copy: 2024 Writing Statement of Variance: EOY Progress against targets

Strategic Goal 2: (NELP Goal 4)

Ensure every learner/ ākonga gains sound foundations skills including language - literacy and numeracy any language used as a 1st language including NZ sign language.

PRIMARY OBJECTIVE 2 Annual Target Curriculum Refresh: Maths / English

All kalako will strengthen their understanding and knowledge of the new Maths and English refresh Te Mātaiaho curriculum and start to embed these into their practice to support student learning outcomes.

NELP Objective 2 Quality Teaching and Leadership Quality teaching and learning makes a difference for learners and their whānau.

Background Summary (EOY 2023):

Our end of year data (2023) in Writing indicated that the following ESOL / Māori / Pasifika students were Working Towards or just AT the Expected Curriculum level. Further investigation using the PaCT tool highlighted a need to strengthen the area of Writing Meaningful Texts: Encoding and Creating Texts for Literacy Purposes i.e.

- The students spell words by using both phonetic and visual information as well as by drawing on their bank of high-frequency words and personal words. Their approximations show that they are mapping sounds to letters across each word. They successfully use some sound-letter combinations, analogies, suffixes, spelling rules, and simple spelling patterns. They use vowels in each syllable, although not necessarily correctly.
- The students self-correct phonetically regular words and some irregular basic words, using visual knowledge and information, during both crafting and re-crafting.
- They write all upper- and lower-case letters correctly with increased speed and automaticity.

End of Year 2023 Data					
Name	Year Level	Ethnicity	Curriculum status EOY 2023	Curriculum Level EOY 2023	The way in which we now report our data in 2024 has changed from 2023 i.e. against Year level / phases rather than Curriculum Level. Please see below ESOL students In relation to Māori and Pasifika students the EOY 2023 data indicates that most are working AT the Expected Curriculum. This is a fantastic achievement for the school, and careful monitoring of these student's progress will be vital to ensure they stay on track.
MALE	Y4	Filipino	AT	1a	
FEMALE	Y4	Indian	AT	2a	
FEMALE	Y4	Middle East	AT	1a	
MALE	Y5	NZ Maori	Working Towards	1a	
MALE	Y6	Samoan	Working Towards	2a	
MALE	Y5	Sri Lankan	Working Towards	1a	
MALE	Y5	Chinese	Working Towards	1a	

FEMALE	Y5	Sri Lankan	Working Towards	1a	
FEMALE Left RRS EOY 2023	Y6	Vietnamese	Working Towards	1a	
FEMALE	Y6	Chinese	Working Towards	1a	
FEMALE	Y6	Indian	Working Towards	2e	

2024 Mid & End of Year Writing Data - The CODE					
Well Below Year Level		Working Towards Year Level	At Year Level	Above Year Level	
The following tamariki undertook the CODE assessment (spelling) in Term 2 which is one of our writing assessment tools. Teachers will be using this data to inform their teaching decisions over the next 6 months to progress student outcomes. Regular monitoring of individual student progress will be undertaken in terms 3 & 4. Teachers have completed the following data and comments for each child.					
Name	Year Level	The CODE Year level List This is the list students are learning	Total correct	Comment	
MALE	Y4 Mid Year	Year 1 List	2/20	working Well Below the expected Year level. He is 3 years behind in his encoding abilities to spell words. He will need to achieve the Year 3 list to be considered Working Towards his year level. He scored 12/20 on his Year 1 List (B) post test, he is now working on the year 2 list. He does PTP and STEPS	
	Y4 End of Year	Year 2 List	19/36	Still working Towards the expected Year level. He has achieved 19/36 on his Year 2 CODE list which shows progress	
FEMALE	Y4 Mid Year	Year 1 List	15/20	working Well Below the expected Year level. She is 3 years behind in her encoding abilities to spell words. She will need to achieve the Year 3 list to be considered Working Towards her year level. She scored 17/20 on her Year 1 List (B) post test, she is now working on the year 2 list. She does PTP and STEPS	
	Y4 End of Year	Year 2 List	12/36	Still working Well Below the expected Year level. Although she has engaged in PTP and STEPS her progress is slow. She has made some progress but low school attendance is hindering her progress.	
FEMALE	Y4 Mid Year	Year 1 List	12/20	working Well Below the expected Year level. She is 3 years behind in her encoding abilities to spell words. She will need to achieve the Year 3 list to be considered Working Towards her year level. She scored 10/20 on her Year 1 List (B) post test, she is now working on the year 2 list. She does PTP and STEPS	
	Y4 End of Year	Left RRS	Left	Left RRS	
MALE Added 2024	Y4 Mid Year	Year 1 List	9/20	working Well Below the expected Year level. He is 3 years behind in his encoding abilities to spell words. He will need to achieve the Year 3 list to be considered Working Towards his year level. He scored 17/20 on his Year 1 List (B) post test, he is now working on the year 2 list. He does STEPS	
	Y4 End of Year	Year 2 List	25/36	Working AT the expected Year level. He has progressed well through the Year 1 and 2 CODE lists and is currently working on the Year 3 list. Other aspects of his writing has improved now that he does not have to put so much effort into Encoding	

MALE Added 2024	Y4 Mid Year	Year 1 List	5/20	working Well Below the expected Year level. He is 3 years behind in his encoding abilities to spell words. He will need to achieve the Year 3 list to be considered Working Towards his year level.
	Y4 End of Year	Year 1 List	32/45	is working Well Below the expected Year level. However he has progressed with List 1 of The CODE completing the full list and increasing his word knowledge from 5 to 32.
FEMALE Added 2024	Y4 Mid Year	Year 1 List	1/20	Working Well Below the expected Year level. She is 3 years behind in her encoding abilities to spell words. She will need to achieve the Year 3 list to be considered Working Towards her year level. She scored 5/20 on her Year 1 List (B) post test, she is now working on the year 2 list. She does PTP, STEPS and BSLA.
	Y4 End of Year	Year 2 List	9/36	Is still working Well Below the expected Year level. She is learning English as a Year 4 and has made progress through the CODE list year 1 and 2.
MALE	Y4 Mid Year	Year 2 List	22/36	Working Well Below the expected Year level. He is 2 years behind in his encoding abilities to spell words. He will need to achieve the Year 3 list to be considered Working Towards Year 4 list to be considered Working At his year level. He is now working on the year 3 list. Low attendance has been noted.
	Y4 End of Year	Year 3 List	40/44	Is working Towards the Expected Year level. He has made wonderful progress through Year 2 and Year 3 lists of the CODE, gaining confidence in his encoding skills.
MALE Added 2024	Y4 Mid Year	Year 1 List	4/20	Working Well Below the expected Year level. He is 3 years behind in his encoding abilities to spell words. He will need to achieve the Year 3 list to be considered Working Towards his year level. He has moved up into the Year 2 Code lessons. He is a part of the Steps Web programme. He has RTLL support from Mariana Myers.
	Y4 End of Year	Year 2 List	14/36	Is working Towards the expected Year level. He has made progress through the Year 1 and Year 2 lists of the CODE.
MALE Added 2024	Y4 Mid Year	Year 1 List	13/20	Working Well Below the expected Year level. He is 3 years behind in his encoding abilities to spell words. He will need to achieve the Year 3 list to be considered Working Towards his year level.
	Y4 End of Year	Left RRS	Left RRS	Left RRS
MALE Added 2024	Y4 Mid Year	Year 1 List	14/20	Working Well Below the expected Year level. He is 3 years behind in his encoding abilities to spell words. He will need to achieve the Year 3 list to be considered Working Towards his year level. He is in Year 2 Code and is working towards Year 3 Code. He is independently working in reading comprehension activities.
	Y4 End of Year	Left RRS	Left RRS	Left RRS
MALE	Y5 Mid Year	Year 1 List	13/20	Working Well Below the expected Year level. He is 4 years behind in his encoding abilities to spell words. He will need to achieve the Year 4 list to be considered Working Towards his year level. He is a part of the Steps Web programme. He has extra reading support through the PTP programme.
	Y4 End of Year	Year 3 List	25/44	Working Towards the expected year level. He has made progress through the Year 1, Year 2, and Year 3 lists of the CODE showing fantastic improvement.
FEMALE Added 2024	Y5 Mid Year	Year 1 List	11/20	Working Well Below the expected Year level. She is 4 years behind in his encoding abilities to spell words. She will need to achieve the Year 4 list to be considered Working Towards her year level. She is in Year 2 Code and is working towards Year 3 Code. She is a part of the PTP reading programme.
	Y4 End of Year	Year 2 List	16/36	Working Well Below the expected year level. She has progressed through the Year 1 CODE list and is focusing on the Year 2 list. Many conversations have been had between school and home on how best to support her.
MALE	Y5 Mid Year	Year 2 List	26/36	Working Well Below the expected Year level. He is 3 years behind in his encoding abilities to spell words. He will need to achieve the Year 4 list to be considered Working Towards his year level. He scored 26/36 in his Year 2 List (B) post test, he is now working on the year 3 list. He does STEPS and BSLA.

	Y4 End of Year	Year 3 List	40/44	Working Towards the expected year level. He has made progress through the Year 1, Year 2, and Year 3 lists of the CODE showing fantastic improvement.
FEMALE	Y5 Mid Year	Year 2 List	19/26	Working Well Below the expected Year level. She is 3 years behind in her encoding abilities to spell words. She will need to achieve the Year 4 list to be considered Working Towards her year level. She is now working on the year 3 list. She does PTP, STEPS and BSLA.
	Y4 End of Year	Year 3 List		High absence rate had made it impossible to reassess her at the end of year
MALE	Y6 Mid Year	Year 4 List		LEFT RRS
	Y4 End of Year	Left RRS	LEFT RRS	LEFT RRS
FEMALE	Y6 Mid Year	Year 4 List	16/40	Working Well Below the expected Year level. She is 2 years behind in her encoding abilities to spell words. She will need to achieve the Year 5 list to be considered Working Towards or the Year 6 list to be working At her year level. She attends PTP weekly.
	Y4 End of Year	Year 4 List	27/47	Working Towards the expected Year level. As a first year English learner she has made great progress through the Year 4 CODE list.
FEMALE	Y6 Mid Year	Year 4 List	1/40	Working Well Below the expected Year level. She is 2 years behind in her encoding abilities to spell words. She will need to achieve the Year 5 list to be considered Working Towards or the Year 6 list to be working At her year level. She does STEPSWeb and attends PTP.
	Y4 End of Year	Year 3 List	32/67	Working Well Below the expected year level. She has slowly progressed through the Year 3 CODE list but low attendance and a stay in hospital has set her back.
MALE	Y6 Mid Year	Year 4 List	2/40	Working Well Below the expected Year level. He is 2 years behind in his encoding abilities to spell words. He will need to achieve the Year 5 list to be considered Working Towards or the Year 6 list to be working At his year level. He does STEPSWeb and attends PTP. Low attendance has been noted.
	Y4 End of Year	Year 3 List	9/37	Working Well Below the expected year level. He has made slow progress in learning his vowel sounds and can spell simple words but has a hard time hearing beginning and ending sounds with two consonants (ie. sloth)

2024 Annual Target / Goal for WRITING

Rewa Rewa School



Key Action:

Undertake professional learning to grow the collective capacity of kaiako in Structured Literacy (SL) skills to support the progress and achievement of ākonga in literacy.

Regulation 9(1)(b)

Action 1	Action 2	Action 3							
To upskill the Lead Teacher in Structured Literacy pedagogy, classroom practice and assessment tools. • Coaching sessions with Liz Kane - Structured Lit • Sessions with Jan Hamilton - RTLB • Professional Development • Upskill on the Syntax Project for Writing	To upskill kaiako in Structured Literacy pedagogy, classroom practice and assessment tools. • Professional Development TOD - Liz Kane • Professional Development - Literacy Lead (Weekly) • Introduction of Word Check assessment - PD with Avi (literacy lead) & Jan H (RTLB) • Observations and Coaching (3 times a term) • Syntax Project - PD with Avi & Jan H.	To raise the progress and achievement of our ākonga in reading. Use Liz Kane's The Code Word check and Phonological Awareness assessment to measure & monitor the progress of our Year 4-6 ākonga who are currently working Below the Expected Year Level for writing. 6 additional students have been identified & added to our variance group in 2024. Students will: <table><tr><td>Understand</td></tr><tr><td>Communication depends on shared codes and conventions.</td></tr><tr><td>Know</td></tr><tr><td>Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas).</td></tr><tr><td>Do</td></tr><tr><td>Use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts</td></tr><tr><td>Use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue)</td></tr></table>	Understand	Communication depends on shared codes and conventions.	Know	Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas).	Do	Use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts	Use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue)
Understand									
Communication depends on shared codes and conventions.									
Know									
Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas).									
Do									
Use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts									
Use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue)									

What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>					
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 To raise the progress and achievement of our ākonga
Jan 26th	- Coaching sessions with Liz Kane - Structured Literacy facilitator - Structured Literacy meetings with Jan Hamilton - RTLB to develop programme support for teachers - Professional Development Readings/Videos - WELLIES literacy PD sessions	Term 1 & 2	- School wide implementation of the CODE Observations and professional growth conversations between Kaiako and Lead Teacher - Introduction and implementation of the DIBELS assessment tool to inform next teaching steps - Modelling best practice to all classroom teachers, enhancing teacher performance and confidence	Term 1 & 2	- Redesigned how teachers are making OTJ's and progress the students are making - Supply necessary resources - Explicit teaching of handwriting (5/6 classrooms) - Explicit teaching of spelling patterns - Vocabulary building
Ongoing					
Ongoing					
Evidence <i>This is the sources of information used to determine those outcomes</i>					
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 To raise the progress and achievement of our ākonga
Ongoing	- Teacher planning - Bank of CODE lessons - Dibels data schoolwide 2025 Literacy Programme at RRS - Literacy Progress and Achievement	Term 1 & 2	- Teacher planning - Feedback to teachers throughout term 2 after observations / modelling sessions by Lead teacher - Staff meeting/Curriculum minutes - Teachers attending after school PD - School funding for teachers to attending PD during school time (PF - Term 3) - WELLIES Writing PD - Ongoing regular guided support for some teachers to be undertaken (3 weekly follow ups)	Term 1 & 2	- Literacy Progress and Achievement - Dibels data for students - Bank of lessons - Syntax Junior School - Student books/teacher planning and modelling books
Ongoing					
Mid/EOY					
Term 3					
Term 1					
Reasons for any differences (variances) between the target and the outcome <i>Think about both where you have exceeded your targets or not yet met them</i>					
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 To raise the progress and achievement of our ākonga
Term 1 & 2	It has taken time to understand and familiarise with the Syntax Project. Attending the WELLIES sessions in Term 2	Term 1 & 2	- Teacher Confidence - Teacher by in/ understanding of the Science of Learning	Term 1 & 2	The senior lead team analysed how we reported to parents, the assessment tools being used, and responded to the new NZ

	has increased my own confidence and I am ready to share this knowledge and implement a plan school wide in Term 3 and 4		This year there has been an emphasis on upskilling teachers in the CODE and implementing this in classrooms. Our teachers are now ready for the lead teacher to upskill them to use the Syntax Project. This shift in our Professional Development foci will be undertaken in Terms 3 and 4 where weekly staff meetings will be held to introduce this change of practice.	literacy curriculum. This led us to make the decision to move from reporting against Curriculum level to reporting against Year level and Phase. This makes it difficult to compare results to 2023 EOY results (which reported against curriculum levels) so progress will only be able to be compared at the End of 2024 to show student progress. - Students are progressing term by term with teachers using the Liz Kane CODE Word Checks in each class. Overall, Spelling Patterns are improving. - Immense shift in student's handwriting due to explicit teaching of handwriting in 5 of 6 classrooms.	
Planning for next year...where to next? <i>What do you need to do to address targets that were not achieved? Consider if these need to be included in your next annual implementation plan</i>					
Date of Action	Action 1 To upskill the Lead Teacher	Date of Action	Action 2 To upskill the kaiako	Date of Action	Action 3 To raise the progress and achievement of our ākonga
2025	Lead teacher has won a study award from TeachNZ and will be undertaking study to obtain her Masters in Educational studies with a field study on the science of learning. She will continue to lead literacy for Rewa Rewa in 2025 by sharing her learning and supporting Portia France who will take the in school lead of structured literacy.	2025	Kaiako will continue to have in school PD around the refreshed NZ English curriculum, Structured literacy components. After consultation with the teaching team the 7 text types of genre writing will be covered bi-annually with one text type being focused on per term. Literacy matrices will be updated by lead teacher to ensure correct NZ curriculum coverage. PAT/ e-asTTle PD to ensure teachers have current assessment knowledge. In class observations to be continued in 2025.	2025	Post testing and assessment is being undertaken to determine which students will be part of the PTP, STEPS, oral language, and other supplementary programmes available at school. Explicit teaching through the CODE, the Syntax Project and genre writing will be consistent in the classroom. Graphic organisers for text type writing will be consistent across the school with skills being built upon from year level to year level. These will be accessible on the school drive. TA support will be given within classrooms for extra practice of skills. The Write Lesson Handwriting programme will be implemented school wide.

Statement of Compliance with Te Tiriti o Waitangi

Rewa Rewa School demonstrates its commitment to honouring Tiriti o Waitangi and fostering a culturally responsive and inclusive learning environment for all students. Examples of this include:

- Leadership fixed-term unit was awarded to a lead cultural teacher, who is Māori, and who has led Te ao Māori school-wide responsibilities with teachers and students
- Te Reo PLD upskilling has been undertaken at weekly staff meetings throughout the year. This has included supporting teachers to write their own mihi
- Powhiri and mihi whakatau were held to welcome new tamariki, whānau and staff to our school
- Regular interactions between the school and our Māori whānau with regard to learning and them being an important part of our school community
- Māori data is shared with the school board and teachers including End of Year data which is available on our website for the school community to read
- Meet the Teacher opportunities undertaken during the year to develop relationships with our Māori whanau and to support their children
- Ongoing development of a new mural that tells our local pūrakau (story) was undertaken by our kaumatua. This will be placed on the exterior wall of our school hall on completion.
- Kura Ahurea and 10ths Trust MOE funded PLD for all teachers for the last 18 months. The Te Atiawa pūrakau are retold in our yr 1 – 6 classrooms each term and link to our school values.
- Our school board worked alongside five boards from the Horokiwi cluster to undertake 2 training workshops on Tiriti o Waitangi which was facilitated by NZSTA
- Identifying Māori students who are achieving well and those who need support
- Cultural events such as Matariki and local Kapa haka festival have been a priority for our Māori students and whānau to participate in
- Invited to participate in the Fifa World Cup football opening organised by the 10ths Trust. Our students learnt waiata and poi actions to sing in front of the three waka on the harbour
- Students from all backgrounds learn about and engage with Te Ao Māori through curriculum activities in their classroom programmes

Statement of Compliance with Kiwisport Funding

We have used our Kiwisport funding to help increase student participation in a wide range of sporting activities. These have included small and large ball handling skills, opportunities to participate in local sports events such as cross country and athletics through our Northern zone subscription fees, teaching new skills such as ki o rahi (Māori game), developing team sports such as football and tag rugby and the equipment to support these such as goal nets. Part of the cost for our two terms of swimming lessons have also been attributed to this funding.

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 Rewa Rewa School Board:

- Meets all Equal Employment Opportunities requirements.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.