

# MARSHLAND SCHOOL

## Annual Financial Statements For the year ended 31 December 2024

Ministry Number:	3429
Principal:	Leigh Fowler
School Address:	11 Te Korari Street, Christchurch
School Phone:	03 385 2239
School Email:	office@marshland.school.nz

### Members of the Board of Trustees

Name	Ceased	Term
Rochelle Foster		Nov-26
Hayley Wright		Nov-26
Brendon Cowles		Jun-25
Aaron Stead		Jun-25
Shaun Creek		Jun-25
Leigh Fowler - Principal		

## **Marshland School Index**

### Page

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6	Notes to the Financial Statements
	Independent Auditor's Report
	Statement of Variance
	Kiwisport Report
	Statement of Compliance with Employment Policy
	Report on how the school has given effect to Te Tiriti o Waitangi

Marshland 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.

Brendon Cowles

Leigh Fowler

Full Name of Presiding Member

Signed by:  
*Brendon Cowles*  
1E2484AE354F1C95

Signature of Presiding Member

29/05/2025

Full Name of Principal

Signed by:  
*Leigh Fowler*  
4F14CB74586A6461

Signature of Principal

29/05/2025

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

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	5,662,718	5,472,800	4,900,331
Locally Raised Funds	3	305,003	91,600	287,228
Interest		51,599	25,000	42,974
		<hr/>	<hr/>	<hr/>
		6,019,320	5,589,400	5,230,533
<b>Expenses</b>				
Locally Raised Funds	3	172,522	39,000	194,521
Learning Resources	4	3,728,044	3,637,351	3,355,993
Administration	5	254,891	257,500	233,092
Interest		2,270	-	2,361
Property	6	1,745,659	1,718,959	1,469,305
Loss on Disposal of Property, Plant and Equipment		1,067	-	1,245
		<hr/>	<hr/>	<hr/>
		5,904,453	5,652,810	5,256,517
<b>Net Surplus / (Deficit)</b>		114,867	(63,410)	(25,984)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		114,867	(63,410)	(25,984)

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

# Marshland School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Actual <b>2024</b> \$	Budget (Unaudited) <b>2024</b> \$	Actual <b>2023</b> \$
<b>Balance at 1 January</b>	1,283,748	1,283,748	1,309,732
Total comprehensive revenue and expense for the year	114,867	(63,410)	(25,984)
Owner transactions			
Contribution - Furniture and Equipment Grant	4,056	-	-
<b>Equity at 31 December</b>	1,402,671	1,220,338	1,283,748
Accumulated Comprehensive Revenue and Expenses	1,402,671	1,220,338	1,283,748
Reserves	-	-	-
<b>Equity at 31 December 2024</b>	1,402,671	1,220,338	1,283,748

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.

**Marshland School**  
**Statement of Financial Position**  
As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	112,185	22,163	123,835
Accounts Receivable	8	294,548	280,000	223,193
GST Receivable		24,831	5,000	14,510
Prepayments		20,862	10,000	16,858
Inventories		1,507	2,000	1,460
Investments	9	705,984	770,000	768,058
		<u>1,159,917</u>	<u>1,089,163</u>	<u>1,147,914</u>
<b>Current Liabilities</b>				
Accounts Payable	11	312,372	318,000	256,253
Revenue Received in Advance		3,583	-	13,612
Finance Lease Liability - Current Portion	12	21,626	15,000	15,078
Funds held for Capital Works Projects	13	-	-	32,334
		<u>337,581</u>	<u>333,000</u>	<u>317,277</u>
<b>Working Capital Surplus or (Deficit)</b>		<u>822,336</u>	<u>756,163</u>	<u>830,637</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	624,524	490,175	506,175
		<u>624,524</u>	<u>490,175</u>	<u>506,175</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	12	44,189	26,000	53,064
		<u>44,189</u>	<u>26,000</u>	<u>53,064</u>
<b>Net Assets</b>		<u>1,402,671</u>	<u>1,220,338</u>	<u>1,283,748</u>
<b>Equity</b>		<u>1,402,671</u>	<u>1,220,338</u>	<u>1,283,748</u>

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

# Marshland School

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,173,237	1,012,800	975,819
Locally Raised Funds		302,793	92,599	286,772
Goods and Services Tax (net)		(10,321)	9,510	(4,611)
Payments to Employees		(598,637)	(575,893)	(549,336)
Payments to Suppliers		(705,958)	(549,590)	(647,544)
Interest Received		48,327	26,932	38,182
Net cash from / (to) the Operating Activities		209,441	16,358	99,282
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(215,205)	(43,000)	(130,930)
Purchase of Investments		-	(1,942)	(21,614)
Proceeds from Sale of Investments		62,074	-	-
Net cash from / (to) the Investing Activities		(153,131)	(44,942)	(152,544)
<b>Cash flows from Financing Activities</b>				
Contribution by the Ministry of Education - Furniture and Equipment Grants		4,056	-	-
Funds held for Capital Works Projects		(42,363)	(45,946)	45,087
Finance Lease Payments		(29,653)	(27,142)	(43,220)
Net cash from Financing Activities		(67,960)	(73,088)	1,867
<b>Net increase/(decrease) in cash and cash equivalents</b>		(11,650)	(101,672)	(51,395)
Cash and cash equivalents at the beginning of the year	7	123,835	123,835	175,230
<b>Cash and cash equivalents at the end of the year</b>	7	112,185	22,163	123,835

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



# Marshland School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2024

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

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

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

##### *Useful lives of property, plant and equipment*

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

##### *Critical Judgements in applying accounting policies*

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 12. Future operating lease commitments are disclosed in note 19b.



### *Cyclical maintenance*

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

### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

### **Grants**

*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.

*Use of land and buildings grants* are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

### **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) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

## **e) 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.

## **f) 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.

## **g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

## **h) Accounts Receivable**

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



### **i) Investments**

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

### **j) Inventories**

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

### **k) 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

### **Depreciation**

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

The estimated useful lives of the assets are:	Years
Furniture and equipment	5-17
Information and communication technology	4
Plant	5-10
Term of Lease	5
Library resources	5

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

### **n) Revenue Received in Advance**

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

### **o) 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.

#### **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **q) Funds held for Capital works**

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

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

#### **r) Financial Instruments**

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

#### **s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **t) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

#### **u) Services received in-kind**

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

## 2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,179,044	1,012,800	967,583
Teachers' Salaries Grants	3,014,005	3,000,000	2,716,894
Use of Land and Buildings Grants	1,469,669	1,460,000	1,215,854
Other Government Grants	-	-	-
	5,662,718	5,472,800	4,900,331

## 3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<i>Revenue</i>			
Donations & Bequests	98,152	30,000	64,880
Fees for Extra Curricular Activities	137,994	4,600	151,686
Trading	68,857	57,000	70,662
	305,003	91,600	287,228
<i>Expenses</i>			
Extra Curricular Activities Costs	107,770	4,000	138,228
Trading	40,935	35,000	43,532
Fundraising and Community Grants Costs	23,817	-	12,761
	172,522	39,000	194,521
<i>Surplus for the year Locally raised funds</i>	132,481	52,600	92,707

## 4 Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	122,469	123,201	88,244
Employee Benefits - Salaries	3,428,229	3,397,500	3,117,844
Staff Development	56,501	57,650	24,617
Depreciation	120,845	59,000	125,288
	3,728,044	3,637,351	3,355,993

## 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	12,305	6,100	6,339
Board of Trustees Fees	3,122	4,000	2,774
Board of Trustees Expenses	5,520	12,000	15,342
Communication	5,289	4,500	3,641
Consumables	29,364	31,000	32,813
Staff Expenses	4,416	5,450	10,476
Other	11,668	16,510	12,656
Employee Benefits - Salaries	183,207	177,940	149,051
	254,891	257,500	233,092



## 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	22,677	22,270	14,938
Consultancy and Contract Services	97,775	84,750	79,133
Grounds	7,626	8,000	6,931
Heat, Light and Water	70,499	63,219	70,501
Rates	7,275	20,000	17,829
Repairs and Maintenance	70,138	60,720	64,119
Use of Land and Buildings - Non-Integrated	1,469,669	1,460,000	1,215,854
	<u>1,745,659</u>	<u>1,718,959</u>	<u>1,469,305</u>

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

## 7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	180	-	180
Bank Accounts	21,717	22,163	123,655
Short-term Bank Deposits	90,288	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>112,185</u>	<u>22,163</u>	<u>123,835</u>

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

## 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	3,209	-	999
Debtor Ministry of Education	5,807	-	-
Interest Accrued	15,204	10,000	11,932
Teacher Salaries Grant Receivable	<u>270,328</u>	<u>270,000</u>	<u>210,262</u>
	<u>294,548</u>	<u>280,000</u>	<u>223,193</u>
Receivables from Exchange Transactions	18,413	10,000	12,931
Receivables from Non-Exchange Transactions	<u>276,135</u>	<u>270,000</u>	<u>210,262</u>
	<u>294,548</u>	<u>280,000</u>	<u>223,193</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	705,984	770,000	768,058

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2024.



## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	-	24,795	-	-	(500)	24,295
Furniture and Equipment	254,041	141,804	-	-	(33,677)	362,168
Information and Communication	51,479	33,218	(722)	-	(26,068)	57,907
Motor Vehicles	-	-	-	-	-	-
Plant	132,133	15,388	(345)	-	(29,898)	117,278
Leased Assets	67,040	25,056	-	-	(30,331)	61,765
Library Resources	1,482	-	-	-	(371)	1,111
<b>Balance at 31 December 2024</b>	<b>506,175</b>	<b>240,261</b>	<b>(1,067)</b>	<b>-</b>	<b>(120,845)</b>	<b>624,524</b>

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	24,795	(500)	24,295	-	-	-
Furniture and Equipment	611,549	(249,381)	362,168	469,745	(215,704)	254,041
Information and Communication	230,307	(172,400)	57,907	255,431	(203,952)	51,479
Motor Vehicles	36,734	(36,734)	-	36,734	(36,734)	-
Plant	358,406	(241,128)	117,278	346,120	(213,987)	132,133
Leased Assets	90,350	(28,585)	61,765	213,132	(146,092)	67,040
Library Resources	45,615	(44,504)	1,111	45,615	(44,133)	1,482
<b>Balance at 31 December</b>	<b>1,397,756</b>	<b>(773,232)</b>	<b>624,524</b>	<b>1,366,777</b>	<b>(860,602)</b>	<b>506,175</b>

### 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.

## 11. Accounts Payable

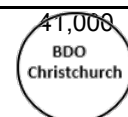
	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	22,917	30,000	21,488
Accruals	11,880	10,000	16,050
Employee Benefits Payable - Salaries	270,328	270,000	210,262
Employee Benefits Payable - Leave Accrual	7,247	8,000	8,453
	<b>312,372</b>	<b>318,000</b>	<b>256,253</b>
Payables for Exchange Transactions	312,372	318,000	256,253
	<b>312,372</b>	<b>318,000</b>	<b>256,253</b>

The carrying value of payables approximates their fair value.

## 12. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	21,626	15,000	15,078
Later than One Year and no Later than Five Years	44,189	26,000	53,064
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<b>65,815</b>	<b>41,000</b>	<b>68,142</b>



### 13. Funds Held for Capital Works Projects

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

		Opening Balances	Receipts from MoE	Payments	School Contributions	Closing Balances
	2024	\$	\$	\$	\$	\$
Aculators	<i>completed</i>	31,487		(31,487)	-	-
Landscaping	<i>completed</i>	847	-	(847)		-
Totals		32,334	-	(32,334)	-	-

		Opening Balances	Receipts from MoE	Payments	Payments	Closing Balances
	2023	\$	\$	\$	\$	\$
Aculators	<i>in progress</i>	-	31,846	-	-	31,487
Landscaping	<i>in progress</i>	847	-	-		847
Learning Support	<i>completed</i>	(6,402)	9,730	(3,328)	-	-
Totals		(5,555)	41,576	(3,328)	-	32,334

### 14. 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.

### 15. Remuneration

#### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,122	2,774
<i>Leadership Team</i>		
Remuneration	408,070	389,436
Full-time equivalent members	3	3
Total key management personnel remuneration	411,192	392,210
Total full-time equivalent personnel	3.00	3.00

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance with 1 member and Property with 1 member that meet as required. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	1-10	1-10
Termination Benefits	-	-



### Other Employees

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

Remuneration \$000	Actual FTE Number	Actual FTE Number
100 - 110	4	5
110 - 120	5	2
	<u>9</u>	<u>7</u>

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

## 16. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	-	0
Number of People	-	0

## 17. Contingencies

There are no contingent liabilities 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

### Contingent liability - cyclical maintenance

The school has an obligation to the Ministry of Education to maintain in good order and repair the land and buildings that constitute the School site. The Board has not recorded a provision for the cyclical maintenance arising from this obligation which is a departure from PBE IPSAS 19: Provisions, contingent assets and contingent liabilities. The financial effect of the departure from PBE IPSAS 19 has not been calculated

### Teacher Aide & Support Staff Settlement 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.

## 18. Commitments

### (a) Capital Commitments

As at 31 December 2024 the Board has no capital commitments.

(Capital commitments at 31 December 2023: Nil)

### (b) Operating Commitments

As at 31 December 2024 the Board had no operating commitments.

(Operating commitments at 31 December 2023: nil)



## 19. Financial Instruments

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

### Cash and receivables

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	112,185	22,163	123,835
Receivables	294,548	280,000	223,193
Investments - Term Deposits	705,984	770,000	768,058
Total Cash and Receivables	1,112,717	1,072,163	1,115,086

### Financial liabilities measured at amortised cost

Payables	312,372	318,000	256,253
Lease Liability	65,815	41,000	68,142
Total Financial Liabilities Measured at Amortised Cost	378,187	359,000	324,395

## 20. Comparatives

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

## 21. 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 MARSHLAND SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

#### Qualified Opinion

We have audited the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the matter described in the Basis for our qualified opinion section of our report, the financial statements of the School:

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

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

#### Basis for our qualified opinion - provision for cyclical maintenance

The School has an obligation to the Ministry of Education to keep the land and buildings in good order and repair. However, the Board has not recorded a provision for cyclical maintenance. This is a departure from PBE IPSAS 19: Provisions, contingent assets and contingent liabilities, which requires a provision to be recorded where there is a present obligation that will need to be settled and this can be reliably estimated. The board has not calculated the financial effect of this departure from PBE IPSAS 19.

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

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

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

## **Responsibilities of the Board for the financial statements**

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

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises of the Members of the Board of Trustees Listing, and Te Rito Harakeke - Marshland School Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

#### Independence

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

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



Warren Johnstone  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand



# **Te Rito Harakeke - Marshland School**


## **2024 Annual Report**

**Success for Every Child**



## 1.1 - Strategic Goals

In 2024, Te Rito Harakeke - Marshland School was in the first year of the strategic plan focusing on the goals of Learning, Capability and Belonging. Te Rito Harakeke - Marshland School Board followed the revised Ministry guidelines and engaged in full consultation with stakeholders to establish these goals and priorities. These goals are underpinned by the National Education Learning Priorities (NELP) and were each broken down into three-four initiatives.



Te Rito Harakeke  
**MARSHLAND**  
**SCHOOL**

### Strategic Plan

**Underpinned by...**

**Our Vision**  
Success for every child

**Our Culture**  
Progressive and Inspiring  
Inclusive and Nurturing  
Community Connected

**Our Purpose**  
To provide all students with a safe and caring environment to become confident and capable learners who continue to evolve, contribute to their community and achieve.

**Our Values - Marshland MANA**  
Manaakitanga - Respect and Care  
Ako - Learner  
Ngātahi - together  
Aumangea - Resilient

### GOAL 1: Learning

**Integrate rich curriculum and provide quality teaching for Ākonga / student success**

**Strategic Initiatives include:**

- Implement Te Mātaiaho - NZ Curriculum refresh and provide rich, meaningful learning, with a priority on science.
- Enhance processes for capturing and sharing Ākonga / student learning progress across the curriculum.
- Strengthen teacher practice in literacy and maths to effectively 'notice, recognise and respond' to Ākonga / student learning, including structured literacy/spelling.

### GOAL 2: Capability

**Develop MANA and wellbeing kete of strategies to allow Ākonga / students to confidently respond to challenges, change and strengthen relationships**

**Strategic Initiatives include:**


- Develop Ākonga / students self-regulation and interpersonal skills to maintain relationships.
- Enhance MANA values for Ākonga / students and kaimahi.
- Implement effective digital technology/e-learning innovation.
- Enhance healthy activity through P.E., Sport and Health education at all year levels.

### GOAL 3: Belonging

**Develop a strong sense of belonging through inclusive practice, cultural competency and diversity**

**Strategic Initiatives include:**

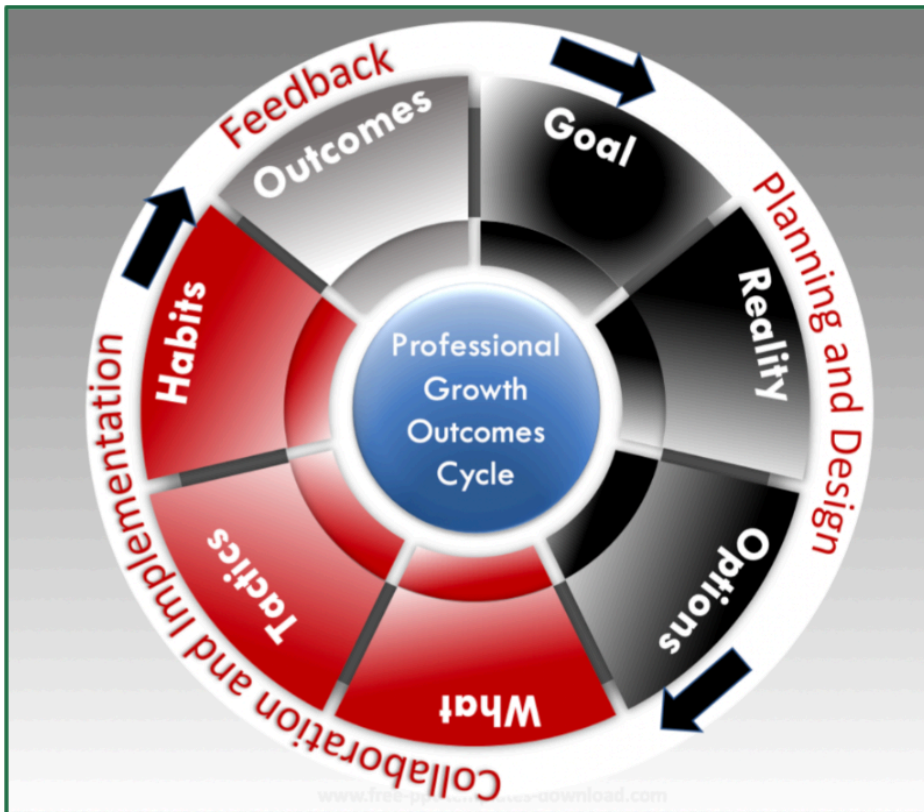
- Develop teaching, interventions and inclusion for diverse Ākonga / student needs.
- Increase community, tangata whenua and whānau, engagement.
- Strengthen cultural competency, including Te Reo me ngā Tikanga Māori, and Mātauranga Māori.



## 1.2 - Professional Growth Outcomes and Internal Review

The Professional Growth Outcomes Cycle continued to support development goals throughout 2024. This provides the framework for internal review at all levels. The systems, processes and suite of tools associated with this have been used to support a general overview of the school's strategic goals, annual priorities and outcomes outlined in this document.

### Professional GROWTH Outcomes



1. Cycle to support annual appraisal
2. Collaborative inquiry model
3. Leadership inquiry model
4. Growth coaching model  
1-1, group or staff
5. Model for Board reporting
6. Model to frame critical practice observations

**Internal evaluation at all levels**

## 1.3 - Statement of Variance - 2024 Annual Implementation Plan

### Goal 1

**Learning** - Integrate rich curriculum and provide quality teaching for Ākonga / student success. National Education and Learning Priorities (NELP) - Learners at the Centre NELP 2. Barrier free Access NELP 3 and 4. Quality Teaching and Leadership - NELP 6

Aim	2024 Priorities	Actions	Outcome and evidence	Reasons for variance
1.1 - Te Mātaiaho - NZ Curriculum refresh	Te Mātaiaho - NZ Curriculum refresh is implemented in set timeframes and students are engaged in rich, meaningful learning, particularly in science.	<ul style="list-style-type: none"> <li>Teacher engaged in Sir Angus Tait Science Teaching Enrichment Programme.</li> <li>Science Professional Learning and Development (PLD) was facilitated for all staff, with planning support and modelled teaching.</li> <li>One-year curriculum plan for 2025 was developed in consultation with staff to reflect school priorities.</li> <li>Regular staff meetings were facilitated to support Learning Team curriculum and inquiry planning, including a staff gaining a deeper understanding of Te Mātaiaho curriculum refresh.</li> <li>Leaders visited schools using the The International Baccalaureate (IB) curriculum to deepen understanding of conceptual learning and developing thinking skills.</li> <li>School-wide Learning Celebrations were in Term 2 and Term 3, allowing parents and whānau to engage with termly conceptual inquiry learning.</li> <li>Curriculum showcase videos were established to capture the quality of curriculum learning occurring each term.</li> <li>Student reflections were captured each term for Years 3-8 and loaded onto HERO related to curriculum learning focus.</li> <li>Teacher observation walk-throughs were conducted to seek evidence of curriculum learning and visual displays.</li> </ul>	<p>Curriculum development has been supported through whole-school approaches to planning and teaching. This has deepened consistency and conceptual development across the school. There has been a 45% increase in staff understanding of the 'Understand, Know, Do' Te Mātaiaho Framework and a 44% increase in teachings explicitly teaching key competencies or capabilities (Do), identified through 2023 and 2024 staff survey data.</p> <p>The quality of curriculum learning has been enhanced and more effectively integrated across learning areas. This is evident in curriculum videos led by the Mana Kaihautū (student leaders) and weekly <a href="#">school newsletter publications</a>, learning examples and visual hub displays. There has been a 32% increase in staff confidence to integrate inquiry, identified through 2023 and 2024 staff survey data.</p> <p>Student reflection posts through HERO at the end of each term have demonstrated the depth of student understanding and application of learning. The next step is to promote more whānau interaction (e.g. comment function) with these posts.</p>	<p>This has been given priority and has been a long-term focus for the school.</p> <p>There has been consistency in curriculum leadership, supported by relevant professional development, literature and research.</p> <p>Adopting a whole-school conceptual focus and curriculum plan has promoted collective learning and support.</p>

			<p>Survey data was collected from the Senior Students to reflect on the curriculum learning experiences and provide evidence of their engagement and interests. This will be extended in 2024 and used to inform future curriculum planning.</p> <p>Students had multiple opportunities to engage in Science teaching and learning, including a focus on the Nature of Science and the Science Capabilities.</p> <p>A full Professional Growth Outcomes report was presented to the Board by the Strategic Leader in this area.</p>	
<b>1.2 - Evidence of Student Learning</b>	<b>Processes are enhanced for capturing and sharing Ākonga / student learning progress across the curriculum.</b>	<ul style="list-style-type: none"> <li>• The Mana Kaihautū Year 8 student leaders Curriculum engaged with students across the school to develop a showcase curriculum, capturing the quality of curriculum learning occurring each term.</li> <li>• Student reflections were captured each term for Years 3-8 and loaded onto HERO related to curriculum learning focus. This was supported with frameworks and templates to ensure the quality of student reflections.</li> </ul>	<p>Student reflection posts through HERO at the end of each term have demonstrated the depth of student understanding and application of learning. These have been reviewed regularly to maintain quality in accordance with the set criteria.</p> <p>The termly videos have provided outstanding evidence of conceptual inquiry learning across the school and promoted our shared conceptual inquiry focus to the community.</p>	<p>The next step is to promote more whānau interaction (e.g. comment function) with these posts and provide opportunities for student-to-student feedback using established criteria to ensure quality feedback occurs.</p> <p>Mana Kaihautū Year 8 student leaders had a strong presence across the school by engaging with students to share learning, leading school events and activities, and consulting with school leadership.</p>

### 1.3 - Literacy and Maths

**Teacher practice is strengthened in literacy and maths to effectively 'notice, recognise and respond' to Ākonga / student learning, including structured literacy/spelling.**

- Teachers and leaders analysed progress and achievement information to identify targeted students for intervention in 2023. These students were grouped on the school's Student Management System (Hero) for regular progress monitoring and analysis.
- Planned and implemented interventions to achieve school targets in maths and literacy, including structured literacy PLD in Years 1-2, Reading Recovery, Reading Plus and Lexia for Years 7-8, and Steps to Literacy for all Year 3-6 students, 5+Reading, Phonics Plus, Spring into Maths and English Language Learning (ELL) support.
- Engaged with PLD provider in the third year of whole-school maths focus on improving student learning and developing teacher assessment capability to inform teaching.
- Maths observation and support occurred through multiple Team Teaching opportunities throughout the year. Walk-through teacher observation processes were used following shared criteria to obtain evidence and data to support school development areas.
- A school-wide Maths programme was developed and implemented, including planning, teaching and assessment guidelines.
- Each team was supported to identify a literacy development focus for Professional Growth Outcomes which related to a shared school PLD priority in literacy and writing.
- Engaged teachers in full critical practice teacher observation with all teachers using the Principles of Teaching @ Marshland in Writing. This data was used as evidence and team analysis to support Learning Team Professional Growth Outcomes.

See target outcomes in the document in section 1.4 Evaluation of Student Progress and Achievement. In total, we achieved 50% of our aspirational 2024 targets, missing some by a small variance.

Ten students were involved in Reading Recovery support in 2024. Of those involved, 80% increased by at least 12 reading levels, 100% increased by at least five reading levels. 80% increased by at least 50 words in writing vocab throughout the year and 100% increased by at least 30 words. This high level intervention also made a positive impact on student self-efficacy, as evidenced through student voice. A full report was presented to the Board. A Structured Literacy intervention approach is taking the place of Reading Recovery from the beginning of 2025.

Teachers are using flexible approaches to support student learning. Collaborative planning has continued to be a focus, as a key way of building teachers' understanding of curriculum progressions and developmental progressions, including developing a shared understanding of key ideas underlying a unit.

Leaders have refined systems and processes for using evidence to inform planning and teaching. As a result, teams are more competent at analysing student data and using it to identify the next steps and plan responsive teaching programmes. This has been supported by school-wide support, systems and guidelines, such as the implementation of a Maths programme in 2024.

Teachers reported shifts in competence, confidence and understanding as a result of their Professional Growth Outcomes focus.

School-wide progress and achievement data for all students is impacted by school growth. This is evidenced in data for all students who started at Marshland School, which is equal to or higher than percentages in Reading, Writing and Maths in 2022.

With increasing numbers of New Entrant Tamariki there is increasing diversity, with higher numbers requiring Early Intervention and external agency support. While the New Entrant tamariki did not reach targets set by 6 years of age, 82% of these tamariki did reach targets before the end of the school year.

- Team Leaders applied coaching and team learning approaches through Professional Growth Outcome processes to make measurable changes to teaching practice and student learning outcomes. This included two day team PLD sessions. This included engaging in literature, seeking external expertise and implementing change actions.
- Team Leaders were supported through external leadership Professional Development to maintain commitment to shared goals and lead change.
- Continued to develop teacher understanding of the Learning Progression Framework and developed content knowledge to support teaching and learning.
- Continued to embed school-wide PLD and expectations focused on teaching with intent, student reflection and feedback for next step learning.
- All staff were engaged in Structured Literacy PLD. Years 1-2 teachers have completed this PLD, including review meetings and observation. Years 3-8 have implemented spelling. All learning teams have focused on syntax and grammar development in writing, which was part of the focus for their Learning Team Professional Growth Outcomes in 2024.
- Teachers have engaged in unpacking the draft English and Maths curriculum through staff meetings and Teacher Only Days, including developing a deep understanding of the Science of Learning and theories of Teaching and Learning.
- Data and evidence has been analysed to identify student progress, including moderation and the use of student learning profiles to ensure the validity and reliability of teacher judgments in core learning areas (e.g. reading, writing and maths).
- Budgets and resources have been prioritised to support Maths and Literacy PLD and

Evidence of Maths Walk Through Data, simplified for the purpose of this report, indicated a significant increase with teachers showing high evidence (over 85% of the time) in 43% of the 18 criteria set. The key areas of strength were related to planning to maximise learning time, planning to use materials and representations, guided instruction, teacher modelling and evidenced cycles of learning.

All Learning Teams identified specific student progress and achievement targets as part of their Professional Growth Outcomes goal in writing. 68% of all student progress and achievement targets were met across all Learning Team reports. Other data was gathered and compared for these targeted students, and also shows positive progress, e.g. writing analysis and structured literacy assessments.

Teacher feedback data was collated and analysed related to the Structured Literacy, Grammar and Syntax focus for 2024. There was a 22% - 54% increase across the seven domains, in teacher knowledge, confidence and regularity of explicit teaching.

Teachers shared examples of student work with other teams. This was particularly related to the focus on student agency, reflection and teacher feedback. Student work was also reviewed by Team Leaders, data was collected using a rubric for teachers at mid and end of the year to support the appraisal process.

A full Professional Growth Outcomes report

Maths and English development will continue to be embedded due to changes introduced through The Mātaiaho - NZC curriculum refresh. Areas for further development have been identified, including the induction of new staff, developing curriculum content knowledge of the refreshed curriculum, implementation of new resources and reporting.

		resources.	was provided to the Board by each Team Leader.	
--	--	------------	--	--

<b>Goal 2</b>	<b>Capability - Develop MANA and wellbeing kete of strategies for Ākonga / students to confidently respond to challenges, change and strengthen relationships</b> - National Education and Learning Priorities (NELP) - Learners at the Centre NELP 1, 2. Barrier free Access NELP 3 and 4. Quality Teaching and Leadership - NELP 6. Future of Learning - NELP 7.			
---------------	--	--	--	--

Aim	2024 Priorities	Actions	Outcome and evidence	Reasons for variance
<b>2.1 - Self-Regulation</b>	<b>Ākonga / student self-regulation and interpersonal skills are developed to maintain relationships</b>	<ul style="list-style-type: none"> <li>Kiwi (New Entrant and Year 1 teachers) were involved in the Otago University Engage project, focused on using games to develop self-regulation in the junior school.</li> <li>Peer mediation was launched to support student engagement during lunch and play breaks, involving student leaders.</li> <li>Weekly reflections were introduced for all students in Years 5-8 to support pastoral, social and emotional wellbeing. Year 3-4 Learning Teams trialled at options to gather ongoing data related to student play and relationships.</li> <li>The New Kaihūtū Year 8 student leadership roles were introduced and students were supported to engage in a range of projects across the school. This included the Kori Kaihūtū students establishing games to promote active play for younger students during break periods.</li> </ul>	<p>Regular analysis of student reflection data from break periods and peer relationships supported teachers to address relevant challenges. A range of interventions were trialled, including social skills groups and regular individual support led by a highly qualified Teacher Aide. This data supported specific peer interventions and provided meaningful information to ensure ongoing success when these ceased.</p> <p>Peer mediation had a positive impact on student self-regulation and interpersonal skills.</p> <p>Kaihūtū Year 8 Student Leadership roles increased student visibility, responsibility and supported a positive school culture.</p>	<p>The analysis of student reflection data will continue in 2024.</p> <p>Kaihūtū Year 8 Student Leadership roles were successful, as they were supported by different staff and given clearly defined responsibilities.</p> <p>A focus is on developing house events and further social initiatives in 2025, e.g. cross team challenges and whole school house events.</p>

## 2.2 - MANA Values

### MANA values are enhanced for Ākonga / students and kaimahi

- MANA surveys were conducted to analyse school acknowledgement and rewards systems.
- Marshland MANA signage was developed with Ariki Creatives.
- Behaviour Data was regularly analysed by Strategic Leaders and Learning Teams to make appropriate changes.
- Initiatives were organised and led to promote social / emotional connections across the school, including with the support of Hoā Kaihautū student leaders.

The Universal Positive Behaviour for Learning Tiered Fidelity Inventory report conducted in 2023 indicates that the school is sitting at 90% on the point scale, compared to 50% in 2022. This shows significant progress. Feedback from the Ministry included, "The MANA values were known by all kaimahi and ākonga surveyed (Years 2 – 8). These are unpacked in a schoolwide matrix, as well as some hubs developing MANA rubrics".

Behaviour data has indicated that 21% of behaviours have occurred during the Lunch Play Break, highlighting this as the highest period of behaviour during the school day. 28% of all behaviours are identified as continuous and ongoing. However, 39% of students presenting with these behaviours are on Collaborative Action Plans (CAPs) or Individual Education Plans (IEPs). Of all incidents recorded 36% were Minor, 45% were Repeated Minor (Tier 1), 17% were identified as Major (Tier 2) and only 2% were identified as Crisis (Tier 3). 65% of all incidents reported involved peers and 2% involved staff members or relievers. This data supports that Marshland School has less behaviour presented at a Major (Tier 2) and Crisis level (Tier 3) than the Positive Behaviour for Learning theory indicates as the norm.

A full Professional Growth Outcomes report and full behaviour report was presented to the Board by the Strategic Leader in this area.

A Wellbeing model had been identified but delayed for comprehensive development in 2025. The Wellbeing @ Schools survey is to be conducted in 2025.

Marshland MANA Signage has been developed and will be implemented across the school in 2025.

Hoa Kaihautū and other Year 7-8 student leaders provided peer support to younger students during play breaks.

<p><b>2.3 - Digital technology and e-learning.</b></p>	<p><b>Effective digital technology/e-learning innovation is implemented</b></p>	<ul style="list-style-type: none"> <li>• All staff engaged in Te Ara Tūhura PLD related to Critical Literacy and Digital Technology and in a Teacher Summit to showcase effective practice.</li> <li>• The Manaiaakalani facilitator supports digital technology development and effective integration by leading and modelling practice in multiple hubs throughout the year.</li> <li>• Teachers implemented Cybersmart challenges into classroom programmes and engaged students in the Cyber Smart programme.</li> <li>• School purchasing plans were developed. In 2024, this involved upgrading iPads across the Junior School, as planned for 2024.</li> <li>• The school BYOD programme was extended to Years 3-4 in 2024.</li> <li>• Digital infrastructure was enhanced to support upgrades and the Stage 3 build.</li> </ul>	<p>The feedback from the Te Ara Tūhura PLD was positive from all schools, including those teachers who presented to others.</p> <p>Teachers and students have been provided with a range of opportunities to effectively apply digital technology to learning programmes. This includes a focus on supporting student-centred approaches to sharing their learning in Years 1-2.</p> <p>The school is well resourced in relation to digital technology, which is fit for purpose at all levels of the school.</p> <p>A full Professional Growth Outcomes report was presented to the Board by the Strategic Leader in this area.</p>	<p>Further engagements will occur with Te Ara Tūhura supported by the Manaiaakalani Outreach Programme to integrate meaningful digital technology into learning programmes.</p>
<p><b>2.4 - Healthy activity, P.E., Sport and Health</b></p>	<p>Healthy activity is enhanced through P.E., Sport and Health education at all year levels.</p>	<ul style="list-style-type: none"> <li>• Engaged in community consultation regarding the 2025-2026 Health and Wellbeing Plan and Health Statement.</li> <li>• Reviewed the playground equipment provision, underpinned by student feedback.</li> <li>• Promoted participation in a range of sporting opportunities, including Badminton, Handball and Floorball opportunities.</li> <li>• Accessed external support in planned and meaningful ways e.g. Kori Waitaha, Cricket, Tennis, Korfball.</li> <li>• Strengthened resourcing and reviewed Learning Hub timetables to enable two planned explicit P.E. lessons per week and hall bookings for wet weather options.</li> </ul>	<p>Feedback from the Health and Wellbeing Plan and Statement showed evidence that the community were positive about what was being taught.</p> <p>A summary of participation across sporting events demonstrated increases in participation between 2022 and 2024. This includes a 34% reduction in the number of absences from school at the Cross Country event and a 53% reduction in the number of absences on school Athletics day.</p>	<p>Positive progress has been made in this area with increasing emphasis on the important role P.E., P.A. and Health have on student wellbeing, engagement and participation. However, this continues to require emphasis and will remain a focus in the 2024-2025 strategic plan.</p>

		<p>A student survey was conducted which showed that only 8% of the 179 students in Years 5-8 did not sign up for an additional sporting opportunity in 2024, 48% participated in one to two events, and 27% participated in three to four events.</p> <p>There was also a significant increase in P.E. gear bookings, with gear being booked 59% of the time at least once a week and 16% of the time twice a week. This was an 8% increase from 2024. Three Learning Hubs booked equipment at least once a week between 70-80% of the time. One Learning Hub booked equipment twice a week 40% of the time.</p> <p>A student survey was conducted and showed that 84% of students enjoyed or really enjoyed P.E. The survey indicated that the students' biggest enjoyment factor in P.E. was playing with their friends, and the factor that made them enjoy P.E. The least was cheating or bad sportsmanship.</p>	<p>A key area for school review is in the area of Sexuality and Relationships Education. The community will continue to be provided with detailed information and consultation prior to specific elements of Sexuality Education being taught.</p> <p>Teachers will ensure there is explicit teaching in P.E. around cooperation, competition, fair play and rules to support student engagement.</p> <p>A range of different physical activity experiences will continue to be provided to capture the engagement of more students.</p>
--	--	--	--

## Goal 3

## Belonging - Develop a strong sense of belonging through inclusive practice, cultural competency and diversity . National Education and Learning

Priorities (NELP) - Learners at the Centre NELP 1 and 2. Barrier free Access NELP 3. Quality Teaching and Leadership - NELP 5 and 6. Future of Learning NELP 7.

Aim	2024 Priorities	Actions	Outcome and evidence	Reasons for variance
3.1 - Diverse Learners	Effective teaching, interventions and inclusion strategies are developed for diverse Ākonga / student needs.	<ul style="list-style-type: none"> <li>Staff engaged in a Diverse Learning survey to identify priority areas for school development.</li> <li>The Diverse Learning Register was developed further to support school-wide processes, with supporting information and documentation.</li> <li>Examples of IEP/ CAPs were strengthened and linked on the Diverse Learning Register.</li> <li>All CAPs and IEPs were uploaded onto Hero, along with student reflection documentation e.g. Check-in's and reflection contracts etc.</li> <li>External agency support was sought for relevant students with IEPs and CAPs, including Ministry Speech and Language, RTLb, RTLit and Mana Ake.</li> <li>Staff were engaged in PLD facilitated by the RTLb and the Ministry. This involved continuing to strengthen teacher knowledge to identify neurodivergent needs and support. Team Leaders were supported to engage in observations using a RTLb provided tool for specific students and analysed these results as Learning Teams.</li> <li>Staff were supported to access the Leading Lights website and other support material related to inclusive education / diverse learning.</li> </ul>	<p>A staff survey was conducted at the beginning of the Professional Development initiative with RTLb to identify school-wide areas for support. After intervention, a survey was conducted in relevant areas to support progress and inform 2025 priorities for development. This survey indicated:</p> <p>68% of staff surveyed indicated they were confident to very confident when identifying signs of neurodiversity and diverse student needs, and apply in-class strategies to support.</p> <p>62% indicated they were confident to very confident to access resources and school-wide support for students reflecting signs of neurodiversity and diverse student needs. This work will continue in 2025.</p> <p>89% of staff indicated they were confident to very confident supporting students who are on the ELL register. There were 23 students on the ELL register in 2024. Provision supported in-class and break-out specialist ELL support.</p> <p>External support was sought for 29 students in 2024 for learning, behaviour or social and emotional needs. This included RTLb, RTLit and Speech and Language and Mana Ake.</p>	<p>The initiative working with RTLb for whole-school development supported a strengthened shared understanding in neurodivergent and diverse learning needs. This initiative is continuing into 2025 with more specialist and specific support relevant to the needs of students within classrooms and Learning Hubs.</p> <p>Systems and processes have been refined to seeking increased coherence in practice across the school.</p>

		<ul style="list-style-type: none"> <li>• Annual student transition processes were developed to support students with IEPs, CAPs or social and emotional needs.</li> <li>• A new system was developed for English Language Learning (ELL), English Language Learning Progressions (ELLPs) assessments which have been embedded on HERO.</li> <li>• Strategic Leader engaged in ELL Cluster meetings and developed 2024 ELL Guidelines.</li> </ul> <ul style="list-style-type: none"> <li>• School-wide Learning Support Guideline review has been initiated to reflect school development in this area over the previous 3 years.</li> <li>• We drew on the expertise and partnership with Piwakawaka (Ferndale) resources for specialist support and to support inclusion initiatives for all students at Te Rito Harakeke.</li> </ul>	<p>Across the school, 18 students have Individual Education Plans and 43 students have Collaborative Action Plans. The number of IEPs and CAPs increased by 20% in 2024.</p> <p>A full Professional Growth Outcomes report was presented to the Board by the Strategic Leader in this area.</p> <p>A strong relationship continues with Piwakawaka, which includes shared practice and support for all students.</p>	
<b>3.2 - Community Engagement</b>	<b>Community, whānau, engagement is increased and strengthened.</b>	<ul style="list-style-type: none"> <li>• School newsletter and communication expectations were reviewed and refined, including the school website to support current and prospective whānau needs.</li> <li>• The Parent Community Group (PCG) strategic actions and visibility was increased.</li> <li>• The Kaitiaki Kaihautū Year 8 student leaders supported school development projects funded by the Parent Community Group and School Property team.</li> <li>• Music, Choir and Band lessons and performances were increased and supported by school funding.</li> </ul>	<p>The PCG led significant school-wide initiatives and events which helped to enhance the school's community-focused philosophy.</p> <p>There has been increased communication regarding school development initiatives by Strategic Leaders in newsletters, which has led to a positive community perception in a number of areas. For example, Sport, P.E. and Health, and Culture and Partnerships.</p>	<p>Reporting processes and timelines aligned to Te Mātaiaho - NZ Curriculum refresh are yet to be established, as these are yet to be developed at a Ministry level.</p> <p>The school continues to develop and refine processes, by valuing feedback through formal and informal approaches and considering parent and whānau perspectives.</p>

	<ul style="list-style-type: none"><li>• Reporting processes, learning conferences and Learning Celebration events.</li><li>• The format for Year 7-8 Intermediate Years student, parent and whānau meetings was altered with a stronger focus on engaging Year 6 students and giving examples of learning across the curriculum.</li></ul>	<p>School newsletters now demonstrate a range of learning experiences across Learning Teams and the school. This highlights the quality of teaching and learning, and the range of learning opportunities tamariki are provided at all ages. All 2024 newsletters can be viewed on the school website.</p> <p>There has been increased consistency in school-wide reporting, learning conferences and celebrations. A survey was conducted following the first Learning Conferences in 2024. This showed of those whānau who completed the survey:</p> <p>67% indicated to very high degree and 21% to a high degree that Learning Conferences provided them with information about your child/children's learning and progress, beyond what is provided in school reporting.</p> <p>65% who had more than one child's Learning Conference indicated to a very high degree and 30% to a high degree, found a high degree of consistency of experience across different teachers and learning teams.</p> <p>The school transitioned 98% of all Year 6 students into the Year 7-8 learning hub, due to the high quality of teaching and learning evidenced across the year.</p> <p>The Kaitiaki Kaihautū Year 8 student leaders consulted and engaged with students across the school for school projects, such as the court marking trials and design.</p>	
--	--	---	--

### 3.3 - Te reo me ngā Tikanga Māori

**Te reo me ngā Tikanga Māori, and Mātauranga Māori is strengthened and evidenced.**

- Teachers engaged in the NZCER Survey to identify teacher competency levels in Te Reo Māori.
- Teachers were supported to promote and integrate Te Reo me Tikanga Māori across the curriculum.
- Informal Kanohi-ki-te-kanohi hui took place to support whānau communication and partnership.
- A Google Site was established to showcase Te Ao Māori resources.
- Promoted links across the Te Ara Tūhura Cluster.
- Ahurea Kaihutū Year 8 Student leaders became involved in filming Te Kupu o te Wiki with younger students and led school-wide cultural initiatives.
- All students completed the Toku Reo Assessment.
- Introduced our new school waiata “E Tipu e Rea (Grow up and thrive, young shoot)” written by Matua Te Huaki.
- Held a community Matariki event and lighting show to promote cultural understanding and Mātauranga Māori.
- Developed, trialled and introduced a Te Reo Long-Term Plan, supported by resources.
- Held regular Pōwhiri and Mihi Whakatau, supported by Matua Te Huaki and his father. This is used to welcome new whānau to our school.
- Engaged all male staff in Whaikōrero development to utilise in large assemblies and events.
- Provided increased opportunities for the Kapa Haka and Mau Rakau groups to perform.

A large number of staff in the NZCER survey were identified as Level 5 (38%). The remaining breakdown was Level 4 (9%), Level 3 (38%) and Level 2 (15%). This indicated that there is a high level of staff competency across the school to support Te Reo Māori teaching.

A number of curriculum learning opportunities related to Aotearoa New Zealand Histories were promoted through learning about Māori artists, exploring the history of our community and local environment, linking to Māori contexts for learning in literacy. A shared site has been established to support staff to access resources and support material to weave through learning. In addition, a Māori learning context and values have been added to the 2025 curriculum plan.

93% of whānau of students who identify as Māori were personally contacted and invited to engage in an informal Kanohi-ki-te-kanohi hui. 100% of the feedback was positive with whānau indicating they appreciated high expectations and noticed an increase in visibility of Te Ao Māori. 17 whānau also attended the hui. Follow-up meetings were held for those who wanted to come, but couldn't make it. As a result of these hui, the school is introducing a Junior Kapa Haka in 2025.

The School Google Site was pre-loaded with relevant resources prior to concept-based inquiry to support teaching and learning.

Fortnightly meetings were held with cultural leaders from Te Ara Tūhura Cluster schools to share resources, ideas and plan for events.

While staff may be competent in basic Te Reo, they may not be confident to teach this. As such, we are enhancing teaching and learning resources, at the same time as developing teacher confidence.

Students have been involved in a number of learning opportunities throughout the year that reflected Māori cultural lens. The Creatives in Schools mural project which was developed across the school has also provided an excellent tool for future learning.

			<p>The Toku Reo assessment tool and Year 1-3 survey data indicated that there is high evidence in Te Reo greetings, MANA values, simple terms, days of the week, and commands.</p> <p>The Matariki event was a great success with food trucks, a lighting show, class installations and art work, as well as Kapa Haka performances.</p> <p>The Year 5-8 Kapa Haka group saw a 71% increase from 42 students being involved to 72 in 2024. They had multiple opportunities to perform throughout the year, including the Matariki Celebration, Māori Language Week, Tūhono Festival, Te Ara Tūhura Cluster Cultural Event, Ngātaki evening and the Graduation Assembly.</p> <p>The Mau Rakau group engaged in weekly practices. This group increased by 17% to 24 students in 2024.</p> <p>A full Professional Growth Outcomes report was presented to the Board by the Strategic Leader in this area.</p>	
--	--	--	--	--

## 1.3 - Evaluation of Student Progress and Achievement

### Definitions of Progress and Achievement Terminology

#### 1. Progress

Student progress is identified as 'Limited', 'Expected' or 'Accelerated' by identifying curriculum level shifts over 6 months. Each New Zealand Curriculum Level has been broken down into 4 sub-levels. So, for example, a Year 4 student may be working at Level 2.1, 2.2, 2.3 or 2.4.

When each New Zealand Curriculum level is broken down into 4 sub-levels, it equates to 16 curriculum sub-levels in total. This means, if a student was to start Year 9 working at the beginning of Level 5, each student would need to progress at a rate of approximately 1 sub-level shift every 6 months. Definitions of 'Limited', 'Expected', and 'Accelerated' progress are outlined below.

##### Limited

- A student who has made 0 sub-levels shifts in 6 months is considered as making limited progress. They would need to make 2 sub-level shifts in the next 6 months to reach the annual target of 2 sub-level shifts.

##### Expected

- A student who has made 1 curriculum sub-level shift in 6 months is considered as making expected rates of progress. Therefore, they would be in a good position to make 1 sub-level shift in the next six months to reach the annual target of 2 sub-level shifts.

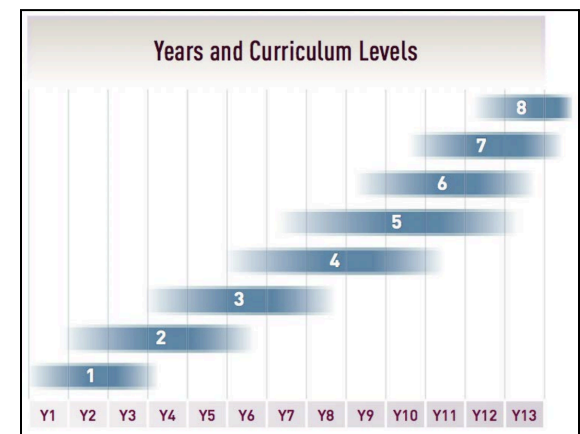
##### Accelerated

- A student who has made 2 or more curriculum sub-level shifts in 6 months has made an accelerated rate of progress. This is because they achieved at least 1 sub-level shift above the annual target of 2 sub-level shifts in only 6-months. This definition is supported by the Education Review Office (ERO) who identifies a student making accelerated progress as "...making more than one year's progress in a year".

#### 2. Achievement

Student achievement is identified using curriculum level benchmarks from Year 1 to Year 8. The New Zealand Curriculum achievement objectives and content are described according to curriculum levels. Each curriculum level is set as approximately a 2-year band which typically relates to 2 years at school.

Year 1-8 student achievement data is collated and analysed according to the number of students who are 'Working Towards', 'Working At' or 'Working Above' the identified curriculum level expectations for their year level.



### Working Towards

- Students are working 6 months or more below or towards the curriculum expectation for their year level.

### Working At

- Students are working at the curriculum expectation for their year level.

### Working Above

- Students are working 6 months or more above the curriculum expectation for their year level.

## Achievement Target Analysis

### READING

86% (493/575) of all students and 87% (393/451) of students who started at Marshland School achieved at or above curriculum level benchmarks for their age in reading. While the aspirational targets of 89% and 92% respectively were not reached, we maintained achievement levels from the previous year with a growing roll.

We didn't achieve aspirational reading targets in 2024. While the Term 4 2024 PAT data shows all Year 4-8 cohorts are sitting above the National Norm, progress was not as high as expected in this area. As such, Reading continues to be targeted and is a Te Ara Tūhura cluster focus, supported with Manaiaakalani initiatives. Targeted students will receive quality explicit teaching, using multimodal texts and rich authentic reading opportunities, including structured literacy support.

#### 2024 Strengths

- **Years 2, 7 and 8** - At least 81% of students achieved **at or above** curriculum level expectations for their age.
- **Years 3, 5 and 6** - At least 93% of students achieved **at or above** curriculum level expectations for their age.
- **MELAA** - 73% of students achieved **expected** progress between the end of 2023 and 2024.
- **PAT data** - The National Norm Difference of +2.21 was achieved between Term 4, 2023 and Term 4, 2024, which is positive. Note that all National Norm Difference gains across curriculum areas (e.g., reading, writing, and maths) are different and can't be compared. In addition, the national norms shown are, in fact, the year above the norm (e.g., Year 8 shows the Year 9 norm in Term 4), as PAT assessments are designed to only take place once a year.

#### Areas requiring investigation in 2025

- **Year 4 Males** - At least 30% of students made limited progress between the end of 2023 and 2024.
- **Māori and Asian** - At least 41% of students made **limited** progress between the end of 2023 and 2024, but 85% of Māori and 87% of Asian students are identified at or above curriculum level expectations for their age.

Specific targets have been set in 2025 for cohorts with higher numbers of students working toward curriculum level expectations (e.g. 20% or more) and cohorts of students who made limited progress in 2024. Achievement targets include Year 5 males and all cohorts. Progress targets include all cohorts and Māori students.

Team	Cohort	2024 Target	End 2024 Target Analysis	
Whole School	All Students	<ul style="list-style-type: none"> <li>89% of all students will achieve at or above curriculum-level expectations for their age.</li> <li>92% of all students who started at Marshland School will achieve at or above curriculum-level expectations for their age in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of 2024, 86% (493/575) of all students are achieving at or above curriculum level expectations for their age.</li> <li>At the end of 2024, 87% (393/451) of students who started at Marshland School are achieving at or above curriculum level expectations for their age.</li> </ul>	●
	Year 2 and Year 4	<ul style="list-style-type: none"> <li>84% of Year 2 and 4 students will achieve at or above curriculum-level expectations for their age.</li> </ul>	<ul style="list-style-type: none"> <li>80% (99/123) of Year 2 and 4 students achieved at or above curriculum level expectations for their age at the end of 2024.</li> </ul>	●
	Māori	<ul style="list-style-type: none"> <li>62% of the Māori students who made limited progress in 2023 will make expected or accelerated progress in 2024 and be working at or above curriculum-level expectations for their age.</li> </ul>	<ul style="list-style-type: none"> <li>71% (12/17) of Māori students made limited progress in 2023, made expected or accelerated rates of progress between the end of 2023 and the end of 2024.</li> <li>83% (68/82) of Māori students are working at or above curriculum level expectations for their age at the end of 2024.</li> </ul>	✓
Year 1	Year 1	<ul style="list-style-type: none"> <li>65% of Year 1 students will reach Green on the colour wheel by their 6th birthday.</li> </ul>	<ul style="list-style-type: none"> <li>90% (53/57) of Year 1 students who are 6 years old are currently on the Green colour wheel at the end of 2024. <b>(Note: Green and above)</b></li> </ul>	✓
Year 3 and 4	Year 3 and 4	<ul style="list-style-type: none"> <li>63% of Year 3 and 4 targeted cohorts who made limited progress in 2023 to make expected or accelerated progress in 2024</li> </ul>	<ul style="list-style-type: none"> <li>69% (37/54) of Year 3 and 4 students have made expected or accelerated progress at the end of 2024.</li> </ul>	✓
Of students identified in 2024 targets			<ul style="list-style-type: none"> <li>23 students are identified as English Language Learners (ELL)</li> <li>16 students are on an Individual Learning Plan (IEP) due to a specific learning diagnosis.</li> <li>28 students are on Collaborative Action Plans (CAP), due to diverse learning needs.</li> </ul>	

# WRITING

76% (437/575) of all students and 77% (347/451) of students who started at Marshland school achieved at or above curriculum level benchmarks for their age in writing. Not reaching aspirational targets of 87% and 89% respectively was likely to be impacted by school-wide development.

Writing continues to reflect an area with lower achievement and progress rates than reading and maths, with variance of 10%. This is the area where we did not meet aspirational targets in 2024. However, the Manaiakalani achievement data obtained through cross-cluster moderation supports higher school achievement. For example, between Term 1 2024 and Term 4 2024, Years 2-8 made a National Norm difference gain in e-AsTTle writing of +31.25. Those year levels of particular note were Year 2 who made a norm difference gain of +56.84, Year 4 of +47.80 and Year 7 of +44.73). While this is only one example of student achievement, it does show that maybe our staff are being conservative with their Overall Teacher Judgments (OTJs) in writing and that this data may be impacted by an implementation dip, due to the school-wide professional development focus on structured literacy, syntax and grammar.

Writing and literacy will continue to be a focus for school-wide PLD and Learning Team Professional GROWTH Outcomes in 2025, to enable teachers to embed actions and interventions initiated in previous years (e.g. 2023-2024). This includes a continued focus on teaching with intent and quality explicit teaching, developing assessment capable learners and providing meaningful feedback for cycles of learning, developing teacher Pedagogical Content Knowledge (PCK), as well as implementing the Principles of Teaching @ Marshland and Manaiakalani Pillars of Practice. This includes a focus on integrating structured literacy across Years 1-8, attending to grammar and the writing purpose.

## Strengths 2024

- **Year 3, 5, 6 and 8** - At least 80% of students achieved **at or above** curriculum level expectations for their age.
- **Year 1 Males and Year 8 Females** - At least 70% of students made **expected and accelerated** progress between end 2023 and end 2024
- **Asian and MELAA** - At least 80% of students achieved **at or above** curriculum level expectations for their age between the end 2023 and the end 2024.
- **E-AsTTle** - While writing data is lower than other domains in 2024, it is evident from the e-AsTTle data that our students are making significant progress compared to the Standardised National Norm Assessments. This shows that our teachers better align their knowledge of progression with mid- and end-of-year overall teacher judgment over time. This was out of 421 students, as it is historic data.

## Areas requiring further investigation in 2025

- **Year 1, 2, 4 All students and Males in Years 5, 6 and 7** - At least 20% of students achieved **towards** curriculum level expectations for their age.
- **All Year Levels** - At least 21% of students made **limited** progress between the end of 2023 and 2024.
- **Māori, Pasifika, MELAA and Asian** - At least 20% of students made **limited** progress between end 2023 and end 2024. In addition, Pasifika and Māori have fewer students at and above 59% and 74%. These percentages are both below the general cohort of 77%. Pasifika also had 41% (7/17) of students achieve **towards** curriculum level expectations for their age.

Specific targets have been set in 2025 for cohorts with more students working toward curriculum level expectations (e.g. 20% or more) or made limited progress. Achievement targets include Males in Years 5, 6, 7 and 8; all cohorts and Māori students. Progress targets include all cohorts.

Team	Cohort	2024 Target	End 2024 Target Analysis	
Whole School	All Students	<ul style="list-style-type: none"> <li>87% of all students will achieve at or above curriculum-level expectations for their age in 2024.</li> <li>89% of all students who started at Marshland School will achieve at or above curriculum-level expectations for their age in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of 2024, 76% (435/575) of all students are achieving at or above curriculum level expectations for their age.</li> <li>At the end of 2024, 77% (347/451) of students who started at Marshland school are achieving at or above curriculum level expectations for their age.</li> </ul>	●
	Year 2 and 4	<ul style="list-style-type: none"> <li>75% of all students will achieve at or above curriculum-level expectations for their age</li> </ul>	<ul style="list-style-type: none"> <li>73% (90/123) of Year 2 and 4 students are working at or above the curriculum level expectation at the end year of 2024.</li> </ul>	●
	Māori	<ul style="list-style-type: none"> <li>60% of the Māori students who made limited progress in 2023 will make expected or accelerated progress in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>55% (10/18) of Māori students have made expected progress between the end of 2023 and the end of 2024.</li> <li>64% (53/82) of Māori students achieved at and above curriculum level benchmarks.</li> </ul>	● ✓
Year 1	Year 1	<ul style="list-style-type: none"> <li>85% of the Year 1 students will achieve at or above Stanine 5 for Dictation.</li> <li>74% of the Year 1 students will achieve at or above Stanine 5 for Writing Vocabulary on the Diagnostic Survey for 6-year-olds in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>81% (46/57) of Year 1 students who are 6 years old, achieved at or above Stanine 5 for Dictation at the end of year 2024.</li> <li>77% (44/57) of Year 1 students who are 6 years old, achieved at or above Stanine 5 for Writing Vocabulary at the end of 2024.</li> </ul>	● ✓
Year 3, 4 and 5	Year 3, 4 and 5	<ul style="list-style-type: none"> <li>60% of Year 3, 4 and 5 students who made limited progress in 2023 will make expected or accelerated progress in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>65% (36/55) of Year 3, 4 and 5 students are making expected or accelerated progress at the end of 2024.</li> </ul>	✓
Of students identified in 2024 targets			<ul style="list-style-type: none"> <li>23 students are identified as English Language Learners (ELL)</li> <li>16 students are on an Individual Learning Plan (IEP) due to a specific learning diagnosis.</li> <li>28 students are on Collaborative Action Plans (CAP), due to diverse learning needs.</li> </ul>	

# MATHS

88% (504/575) of all students and 89% (404/452) of students who started at Marshland school achieved at or above curriculum level benchmarks for their age in maths. We achieved our school target in this area.

We met our aspirational targets in 2024 in maths and maintained high achievement in this area. We are very proud of this achievement, as we have worked hard with school development in this area between 2022-2024. We had also seen an implementation dip in our achievement in 2023. End 2024 PAT results showing Years 4-8 were sitting well above the national norm.






## Strengths 2024

- **Year 1, 2, 4, 6, 7, 8 and Māori** - At least 82% of students achieved **at or above** curriculum level expectations for their age.
- **Year 3 and 5** - At least 90% of students achieved **at or above** curriculum level expectations for their age.
- **Year 1 and 8** - At least 83% of students made expected or accelerated progress between end 2023 and end 2024.
- **Pasifika, Asian and MELAA** - At least 82% of students achieved **at or above** curriculum level expectations for their age. However, at least 27% of students made **limited** progress between the end of 2023 and the end of 2024.
- **PAT data** - This shows a National Norm Difference of +3.16 between Term 4, 2023 and Term 4, 2024, which is positive. Note the National Norm Difference gains across the curriculum areas (e.g. reading, writing and maths) are different, and can't be compared. In addition, the national norms shown are, in fact, the year above the norm (e.g., Year 8 shows the Year 9 norm in Term 4), as PAT assessments are designed to only take place once a year.

## Areas requiring further investigation in 2025

- **Year 2, 3, 5, and 6** At least 26% of students made **limited** progress between the end of 2023 and the end of 2024. However, **Years 2, 3, and 5** had high numbers of students achieving **at or above** the curriculum level expectations for their age.
- **Year 4 Females and Year 7 Males** - At least 26% of students made **limited** progress between the end of 2023 and the end of 2024. **Year 1 Males, Year 2 and 4 Females** also had at least 20% of students achieve **towards** curriculum level expectations for their age.
- **Māori** - 21% of students achieved **towards** curriculum level expectations for their age. However, this cohort is achieving very close to the general cohort.

Specific targets have been set in 2025 for cohorts with more students working toward curriculum level expectations (e.g. 20% or more) or students who made limited progress in 2024. Achievement targets include Māori students and all cohorts. Progress targets include all cohorts.

Team	Cohort	2024 Target	End 2024 Target Analysis	
Whole School	All Students	<ul style="list-style-type: none"> <li>76% of all students will achieve at or above curriculum-level expectations for their age in 2024.</li> <li>91% of all students who started at Marshland School will achieve at or above curriculum-level expectations for their age.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of 2024, 88% (504/576) of all students are achieving at or above curriculum level expectations for their age.</li> <li>At the end of 2024, 89% (402/452) of students who started at Marshland school are achieving at or above curriculum level expectations for their age.</li> </ul>	 
	Māori	<ul style="list-style-type: none"> <li>62% of Māori students working towards curriculum-level expectations in 2023 will make expected or accelerated progress and be working at curriculum-level expectations for their age in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>61% (44/72) of Māori students targeted made expected progress between the end of 2023 and the end of 2024.</li> <li>80% (65/82) of Māori students targeted are working at or above curriculum level expectations for their age.</li> </ul>	 
Year 3 and 4	Year 3 and 4	<ul style="list-style-type: none"> <li>60% of Year 3 and 4 students working toward curriculum level expectations in 2023 will be working at or above curriculum level expectations for their age in 2024.</li> </ul>	<ul style="list-style-type: none"> <li>90% (132/147) of Year 3 and 4 students are working at or above expected levels between the end of 2023 and the end of 2024.</li> </ul>	

## General Achievement

As a result of these actions, the data analysis at the end of 2024 indicated:

### **New Entrant Students**

The school is experiencing increasing diversity with New Entrant students, which is resulting in higher demands on teachers. However, 90% of students who are 6-years of age achieved Green on the colour wheel. In writing, 81% (29/35) achieved at or above Stanine 5 for Dictation and 77% achieved at or above Stanine 5 for Writing Vocabulary. To support this diversity, 19% of Year 1 students had Individual Education or Collaborative Action Plans related to learning in 2024. 10 Year 1 students received Tier 1 and Tier 2 Reading Recovery (RR) support.

Structured Literacy will continue to be taught across the Junior school, alongside a core learning programme taught with fidelity and a strong commitment to student learning progress. Our school follows an AND + AND approach teaching literacy, using the expertise of teachers to meet diverse student needs, which includes engaging students in structured literacy, and in authentic reading texts and meaningful writing experiences.

The Year 1 cohort is targeted again for focus in 2024. Additional Teacher Aide support and targeted resourcing is dedicated to this area of the school. This includes Targeted Structured Literacy Support (TSLS) for identified students across Year 1 and Year 2.

### **New Students**

The school has a growing roll, which results in some variance in student progress and achievement. For example, we had 86 students start Te Rito Harakeke in 2024 between Term 1 and Term 4. Of this number, 84 were New Entrants and 56 Year 1's were included in the data, despite different start dates between Term 1 - Term 2 (e.g. not completing 40 weeks of school).

### **Māori Students**

We met 100% of Māori achievement targets in reading, writing and maths again in 2024. Strategies to enhance Māori learning success are outlined in the section of this report, 'Giving Effect to Te Tiriti o Waitangi' and are supported by the 'Belonging' Strategic Goal and Annual Implementation Actions under section 3.2.

## 1.4 - How the school gave effect to Te Tiriti o Waitangi

Te Rito Harakeke - Marshland School has developed and continues to review procedures and practices that reflect New Zealand's cultural diversity and Te Tiriti o Waitangi partnership through the three principles of partnership, protection and participation. We engaged in cluster-wide focus with other schools on improving Culturally Responsive Practice in 2024, using Ka Hikitia Education Strategy and key literature, models and resources to support this work. Please refer to the Statement of Variance - 2024 Annual Implementation Plan for further evidence in this area. Items 3.2 and 3.3 specifically relate to tikanga Māori and te reo Māori. We are very proud of the extent to which we have developed in this area over the past three years and will continue to prioritise development in the future.

### 1. Working to ensure that its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori;

**Culturally responsive curriculum** - We worked to ensure our curriculum recognised the unique position of Māori within New Zealand society and ensured the relevance of new learning. In 2024 our curriculum acknowledged and integrated the histories, heritages, languages and cultures in learning programmes and provided authentic cultural learning opportunities, audiences and contexts. This was supported through the Aotearoa New Zealand histories curriculum and a school-wide focus on our Cultural Narrative and local environment. For example, we engaged in a [Creatives in Schools Mural Project](#) during 2024. This incorporated aspects of the 'Getting to Know You' hui our staff engaged in at the beginning of the year, facilitated by Tuahiwi Education. The cultural narrative and local curriculum focus for concept-based inquiry will provide cultural rich texts and learning experiences for our tamariki. We also embedded our Mihi Whakatau process that was introduced in 2023. Throughout 2024, we identified ways we could better strengthen a connection with Te Ngāi Tūāhuriri Rūnanga as the Mana Whenua.

**Parent, whānau partnership** - We worked to harness the rich cultural capital Māori and students of other cultures bring to the classroom by providing culturally responsive and engaging contexts for learning. This included acknowledging and accessing the expertise that parents, whānau, hapū and iwi had to offer. Students, parents and whānau were viewed as partners in their child's learning, with staff embedding informal Kanohi-ki-te-kanohi (Face-to-face) approaches to whānau hui. These partnership meetings allowed us to learn how best to support student learning and ensure Māori achieve success as Māori. In addition to this, we have offered multiple learning conference opportunities throughout the year, focused on regularly sharing meaningful learning progress.

**Planning and reporting** - The Board reviewed key policy documents to support the identification of strategic goals and interventions for 2024-2025. This included reflecting National Education and Learning Priorities (NELPs), Ka Hikitia and the Ngai Tahu Education Strategy. The information gained from Māori Whānau Hui = supported the identification of further goals and initiatives.

### 2. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

**Te Reo me ona Tikanga Māori** - Multiple opportunities were provided throughout the school to enhance staff knowledge, understanding and practice of Te Reo and Tikanga Māori. This included include Te Kupu o te Wiki, Te Wiki o Te Reo Māori, waitata, Karakia, Kapa Haka and the Mau rākau programme. At a classroom level, staff worked to plan, teach and naturally integrate Te Reo and Tikanga Māori in learning programmes daily. This was supported through the introduction and trail of a programme developed by our Culture and Partnerships Leader. This was focused on strengthening all staff use, competence and confidence in Te Reo Māori and accessing formalised programmes. Our staff also engaged in a number of tools and surveys to gain baseline information about their competence and confidence in Te Reo me ona Tikanga Māori. In addition, optional lessons were provided to students to develop Te Reo towards the end of the year, new school waitata was learnt and staff were supported with Te Reo introductions in written and verbal correspondence.

**Promote cultural values and diversity** - Through our positive environment, strong school values and rich, authentic learning experiences, we endeavoured to nurture pride in every student's cultural identity, so that diversity is valued and celebrated by all. This was achieved through our MANA values (Manaakitanga, Ako, Ngātahi and Aumangea) and active promotion of these values in day-to-day learning contents, including explicit teaching. This has been extended and developed to include a staff MANA code which supports culturally responsive pedagogy. We continued to foster cultural and learning celebrations in 2024 to promote understanding, acknowledgement and respect for diversity. This included Te Wiki o Te Reo Māori, Kapa Haka and Mau Rakau celebrations, as well as a very cool Matariki celebration.

**Engaging Mana Whenua perspectives and relationships** - We sought to develop a relationship with Mana Whenua through Tuahiwi Education, particularly around the Stage 3 building opening, Creative in Schools Project, our MANA values signage and other initiatives. We are looking to extend this connection by engaging in the second Tuahiwi Education workshop at the beginning of 2024.

### **3. Achieving equitable outcomes for Māori students**

**Learning progress and achievement** - Annual targets were set for Māori students, according to general cohort comparisons at the beginning of 2024. Student learning progress was reviewed regularly through data analysis at an individual student, class and school level to identify interventions or considerations for acceleration. This was evident in school Progress and Achievement reporting, but also through Learning Team Professional Growth reports. This included incorporating cultural considerations and information gained from regular learning conferences and whānau hui engagements.

## 1.5 - Statement of compliance with employment policy

### Equal Employment Opportunities Statement

The Board has fully complied with the personnel policy on being a good employer (including the Equal Employment Opportunities). The school operates under a policy that ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are also required by the Public Service Act to be 'good employers'. In addition to the school's policy and procedures being available for public view through SchoolDocs, the school has provided a breakdown of these policies and procedures in a supplementary report below.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>The school operates under policies and procedures that ensure all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.</p> <p>The school takes steps to ensure good and safe working conditions by considering staff and student health and safety while balancing high levels of staff performance and standards. This is also reflected in the school's strategic goal of 'Capacity for Change' and is reflected in the recent establishment of the schools Marshland Mana and Code of Expectations. Staff are supported to engage in courageous conversations and know procedures for working through complaints or issues.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The school follows policies and procedures related to:</p> <ul style="list-style-type: none"><li>• Equal Employment Opportunities</li><li>• Employer Responsibility</li><li>• Appointment Procedures</li><li>• Allocation of Salary / Management Units</li></ul> <p>The school does not have a programme. These are reviewed and included in Board assurance and compliance reporting procedures and policy review timelines, as supported by School Docs.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>The school follows the Employment Procedure and demonstrates being an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position.</p> <p>The school maintains transparency and fairness as important principles for any appointment.</p> <p>To achieve this, the Board:</p> <ul style="list-style-type: none"><li>• Appoints a member to be the EEO officer when required. For vacancies other than the Principal, the Board delegates the recruitment and appointment process to the Principal and senior management but may also be represented on the appointment committee.</li><li>• Shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</li><li>• Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</li></ul>

	<ul style="list-style-type: none"> <li>Recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</li> <li>Ensures that employment and personnel practices are fair and free of any bias</li> </ul> <p>Our appointment process meets the requirements of the Children's Act 2014.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>The aims and aspirations of Maori,</li> <li>The employment requirements of Maori, and</li> <li>Greater involvement of Maori in the Education service?</li> </ul>	<p>We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori. Our school has strategic goals related to this and a strategic leadership team with annual implementation goals to support identified actions for school and staff development.</p> <p>We support staff development through collective and individual staff PLD. This includes a Te Ara Tūhura Cluster priority on Cultural Competency and Culturally Responsive Practice.</p> <p>We ensure that employment and personnel practices are fair and free of any bias, while recognising the critical value of diversity in staffing e.g. cultural diversity.</p> <p>We seek the person most suited to the position in terms of skills, experience, qualifications and aptitude. Skills, knowledge and capability in Mātauranga Māori and te Reo Māori are prioritised in every employment process.</p>
How have you enhanced the abilities of individual employees?	<p>The school promotes high levels of staff performance through performance management and appraisal processes. These are linked to school professional GROWTH Outcomes cycles and support both collective and individual development priorities. School priorities are identified each year to reflect strategic goals and are enhanced by the school's involvement in Te Ara Tūhura Cluster.</p> <p>Leaders are supported to take up leadership roles with regular mentoring and coaching to ensure their success. Additional leadership Professional Development is provided to build leadership capability across the school for sustainable success.</p>
How are you recognising the employment requirements of women?	<p>The school selects the most suited person to the position in terms of skill, experience and role criteria. This includes recognition of diversity e.g. gender.</p> <p>The board takes so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns or requests made by employees. For example, this includes requests for part-time variations to support flexible working arrangements and accommodate family commitments in a fair and equitable way.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>The school selects the most suited person to the position in terms of skill, experience and role criteria. This includes recognition of diversity e.g. disability.</p> <p>The school supports and reflects the principles of inclusion for students and staff.</p>
<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	
Do you operate an EEO programme/policy? <i>Yes, policy and procedures</i>	Yes
Has this policy or programme been made available to staff? <i>Yes, on SchoolDocs</i>	Yes

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? <i>Training is provided to the appointment committee prior to appointments.</i>	Yes
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? <i>The Board Presiding Member has been the EEO Office for appointments. No external EEO support has been accessed due to the type of roles appointed in 2023 (e.g. senior management roles).</i>	No
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? <i>Reporting within reports to the Board as part of the compliance and assurance process, including review of policy and procedures.</i>	Yes
Does your EEO programme/policy set priorities and objectives? <i>These key criteria are established to reflect support school priorities in appointment processes.</i>	Yes

## 1.6 - Other General School

### The Marshland School Board

Te Rito Harakeke - Marshland School elected Board members in 2022 were:

- Brendon Cowles - Presiding Member and Personnel
- Rochelle Foster - Deputy Presiding Member and Property
- Shaun Creek - Communication
- Aaron Stead - Finance
- Hayley Wright - Health and Safety.
- Sam Jones - Staff Representative.

### KiwiSport Statement

KiwiSport is a Government funding initiative to increase students' participation in organised sport. In 2024, the KiwiSport funding was initially **\$8,798.60 (excluding GST)**.

This funding was used for:

- Extra sporting equipment to replenish stocks and provide an increased variety of equipment for teaching and learning, and break periods.
- Updating uniforms and purchasing more uniforms for our students representing the school in various sports competitions.
- Play equipment for lunchtime use.
- Specialist sporting equipment, including a gazebo for protecting students from the elements at sporting events, Ki o rahi equipment.
- Entry fees, annual subscriptions and transport to winter sports competitions, tournaments, swimming sports and athletics.
- External sport and physical activity providers to support a broad range of opportunities and promote student engagement.

All Year 1-8 students have had access to these opportunities and have benefited from the KiwiSport fund, including the Year 5-8 students involved in specialist sporting events and competitions.