



PŪTAHI BELFAST SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 DECEMBER 2024



Pūtahi
Belfast School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3292

Principal: Jo Johnstone

School Address: 700 Main Road
Belfast

School Postal Address: Christchurch

School Phone: (03) 323 8849

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Accountant / Service Provider:

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PŪTAHI BELFAST SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Pūtahi Belfast School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Jonathan Brooks	Presiding Member		Sept 2025
Sue Elley	Principal ex Officio		Jul 2024
Sarah Cooper	Acting Principal	Appointed Jul 2024	
Jo Johnstone	Acting Principal	Appointed Jul 2024	
Curtis Mitchell	Parent Representative		Sept 2025
Richard Fearn	Parent Representative		Sept 2025
Antonio Filimoehala	Parent Representative		Sept 2025
Farah Deeba Masoodi	Parent Representative	Appointed Aug 2024	Sept 2025
Jacqui Page	Staff Representative		Sept 2025

Pūtahi Belfast 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.

Jonathan Brooks

Full Name of Presiding Member



Signature of Presiding Member

27th May 2025

Date:

Jo Johnstone

Full Name of Principal



Signature of Principal

27th May 2025

Date:

Pūtahi Belfast School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,746,105	4,049,669	3,986,379
Locally Raised Funds	3	98,854	5,000	179,514
Interest		40,193	3,000	32,216
Total Revenue		4,885,152	4,057,669	4,198,109
Expense				
Locally Raised Funds	3	41,218	24,560	59,055
Learning Resources	4	3,536,481	2,957,865	3,005,901
Administration	5	341,608	324,052	250,299
Interest		2,295	1,481	1,623
Property	6	1,092,900	897,700	688,964
Loss on Disposal of Property, Plant and Equipment		970	-	2,062
Total Expense		5,015,472	4,205,658	4,007,904
Net Surplus / (Deficit) for the year		(130,320)	(147,989)	190,205
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(130,320)	(147,989)	190,205

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

Pūtahi Belfast School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,622,806	1,622,841	554,386
Total comprehensive revenue and expense for the year		(130,320)	(147,989)	190,205
Contribution - Furniture and Equipment Grant		75,519	-	878,215
Equity at 31 December		1,568,005	1,474,852	1,622,806
Accumulated comprehensive revenue and expense		1,568,005	1,474,852	1,622,806
Equity at 31 December		1,568,005	1,474,852	1,622,806

Pūtahi Belfast School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	284,760	1,325,548	1,362,796
Accounts Receivable	8	242,209	195,926	156,587
GST Receivable		11,508	17,911	17,910
Prepayments		12,816	2,707	2,707
Investments	9	800,000	-	-
		1,351,293	1,542,092	1,540,000
Current Liabilities				
Accounts Payable	11	287,795	259,027	217,019
Revenue Received in Advance	12	10,318	-	22,092
Provision for Cyclical Maintenance	13	101,551	-	-
Finance Lease Liability	14	36,527	29,154	29,154
		436,191	288,181	268,265
Working Capital Surplus/(Deficit)		915,102	1,253,911	1,271,735
Non-current Assets				
Investments	9	-	-	2,000
Property, Plant and Equipment	10	752,389	286,019	414,149
		752,389	286,019	416,149
Non-current Liabilities				
Provision for Cyclical Maintenance	13	36,960	-	-
Finance Lease Liability	14	62,526	65,078	65,078
		99,486	65,078	65,078
Net Assets		1,568,005	1,474,852	1,622,806
Equity		1,568,005	1,474,852	1,622,806

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

Pūtahi Belfast School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,422,460	1,122,889	1,090,619
Locally Raised Funds		98,859	(5,255)	156,773
Goods and Services Tax (net)		6,401	-	(11,740)
Payments to Employees		(843,175)	(622,826)	(634,517)
Payments to Suppliers		(615,479)	(535,575)	(382,375)
Interest Paid		(2,295)	(1,481)	(1,623)
Interest Received		40,193	3,000	32,216
Net cash from/(to) Operating Activities		106,964	(39,248)	249,353
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(2,062)
Purchase of Property Plant & Equipment (and Intangibles)		(426,391)	-	(191,869)
Purchase of Investments		(798,000)	-	350,000
Proceeds from Sale of Investments		-	2,000	-
Net cash from/(to) Investing Activities		(1,224,391)	2,000	156,069
Cash flows from Financing Activities				
Furniture and Equipment Grant		75,519	-	878,219
Finance Lease Payments		(36,128)	-	(27,633)
Net cash from/(to) Financing Activities		39,391	-	850,586
Net increase/(decrease) in cash and cash equivalents		(1,078,036)	(37,248)	1,256,008
Cash and cash equivalents at the beginning of the year	7	1,362,796	1,362,796	106,788
Cash and cash equivalents at the end of the year	7	284,760	1,325,548	1,362,796

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.

Pūtahi Belfast School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 18.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and Equipment	5-10 years
Information and Communication Technology	4-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

l) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

m) 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.

n) Financial Instruments

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

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

o) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

p) Budget Figures

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

q) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Other Government Grants

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
1,394,807	1,134,726	1,078,782
2,719,452	2,408,432	2,443,225
591,542	506,511	464,372
40,304	-	-
4,746,105	4,049,669	3,986,379

3. Locally Raised Funds

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

Revenue

Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
25,589	-	34,770
3,500	-	7,455
48,178	5,000	78,324
21,587	-	58,965
98,854	5,000	179,514

Expense

Extra Curricular Activities Costs
Trading
International Student - Other Expenses

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
40,688	24,400	54,165
530	-	4,731
-	160	159
41,218	24,560	59,055

Surplus/ (Deficit) for the year Locally Raised Funds

57,636	(19,560)	120,459
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4. Learning Resources

Curricular
Information and Communication Technology
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
83,130	67,009	57,773
30,398	25,116	22,362
3,278,224	2,715,410	2,854,569
10,709	18,200	7,171
128,130	128,130	61,497
5,890	4,000	2,529
3,536,481	2,957,865	3,005,901

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,800	6,370	6,264
Board Fees	6,616	7,058	5,479
Other Administration Expenses	108,442	78,966	68,084
Employee Benefits - Salaries	206,460	222,100	163,303
Insurance	11,290	9,558	7,169
	<u>341,608</u>	<u>324,052</u>	<u>250,299</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	113,978	135,729	70,016
Cyclical Maintenance	138,511	-	-
Heat, Light and Water	58,639	70,000	37,891
Rates	22,229	25,000	11,525
Repairs and Maintenance	71,550	38,460	30,372
Use of Land and Buildings	591,542	506,511	464,372
Employee Benefits - Salaries	61,108	97,000	57,262
Other Property Expenses	35,343	25,000	17,526
	<u>1,092,900</u>	<u>897,700</u>	<u>688,964</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 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	284,760	75,548	112,796
Short-term Bank Deposits	-	1,250,000	1,250,000
Cash and cash equivalents for Statement of Cash Flows	<u>284,760</u>	<u>1,325,548</u>	<u>1,362,796</u>

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

Of the \$284,760 Cash and Cash Equivalents, \$10,318 of Revenue Received in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	2,153	1,281	1,281
Teacher Salaries Grant Receivable	240,056	194,645	155,307
	<u>242,209</u>	<u>195,926</u>	<u>156,588</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	242,209	195,926	156,588
	<u>242,209</u>	<u>195,926</u>	<u>156,588</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	800,000	-	-
Non-current Asset			
Long-term Bank Deposits	-	-	2,000
Total Investments	<u>800,000</u>	<u>-</u>	<u>2,000</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Work in Progress	-	800	-	-	-	800
Buildings - School	77,772	-	-	-	(3,297)	74,475
Furniture and Equipment	225,721	291,665			(63,794)	453,592
Information and Communication Technology	9,378	122,820	(505)		(22,424)	109,270
Leased Assets	93,718	40,949			(36,340)	98,327
Library Resources	7,560	11,105	(465)		(2,275)	15,925
	<u>414,149</u>	<u>467,339</u>	<u>(970)</u>	<u>-</u>	<u>(128,130)</u>	<u>752,389</u>

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Work in Progress	800	-	800	-	-	-
Buildings - School	236,385	(161,910)	74,475	236,385	(158,613)	77,772
Furniture and Equipment	1,106,111	(652,519)	453,592	814,446	(588,725)	225,721
Information and Communication Technology	367,734	(258,464)	109,270	255,548	(246,170)	9,378
Leased Assets	166,376	(68,049)	98,327	125,427	(31,709)	93,718
Library Resources	52,809	(36,884)	15,925	44,440	(36,880)	7,560
	<u>1,930,215</u>	<u>(1,177,826)</u>	<u>752,389</u>	<u>1,476,246</u>	<u>(1,062,097)</u>	<u>414,149</u>

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	31,055	39,260	39,843
Accruals	11,650	-	-
Employee Entitlements - Salaries	240,056	199,552	165,805
Employee Entitlements - Leave Accrual	5,034	20,215	11,371
	<u>287,795</u>	<u>259,027</u>	<u>217,019</u>
Payables for Exchange Transactions	287,795	259,027	217,019
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
The carrying value of payables approximates their fair value.			

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	58	-	11,837
Other revenue in Advance	10,260	-	10,255
	<u>10,318</u>	<u>-</u>	<u>22,092</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Increase to the Provision During the Year	138,511	-	-
Provision at the End of the Year	<u>138,511</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Current	101,551	-	-
Cyclical Maintenance - Non current	36,960	-	-
	<u>138,511</u>	<u>-</u>	<u>-</u>

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

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	38,666	29,154	31,107
Later than One Year and no Later than Five Years	65,245	65,078	66,248
Future Finance Charges	(4,858)	-	(3,123)
	<u>99,053</u>	<u>94,232</u>	<u>94,232</u>
Represented by			
Finance lease liability - Current	36,527	29,154	29,154
Finance lease liability - Non current	62,526	65,078	65,078
	<u>99,053</u>	<u>94,232</u>	<u>94,232</u>

15. Related Party Transactions

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

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

16. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	6,616	5,140
<i>Leadership Team</i>		
Remuneration	487,530	284,562
Full-time equivalent members	4	2
Total key management personnel remuneration	<u>494,146</u>	<u>289,702</u>

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

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80-90	160-170
Benefits and Other Emoluments	0-5	0-5

Principal 2

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	40-50	0
Benefits and Other Emoluments	0-5	0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100-110	6	5
110-120	1	2
120-130	1	1
130-140	1	0
	<u>9</u>	<u>8</u>

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

17. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

18. Commitments

(a) Capital Commitments

at 31 December 2024, the Board had entered into a Capital Commitment to construct a Sensory Swing to the value of \$9,872.

(b) Operating Commitments

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

19. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	284,760	1,325,548	1,362,796
Receivables	242,209	195,926	156,588
Investments - Term Deposits	800,000	-	2,000
Total financial assets measured at amortised cost	<u>1,326,969</u>	<u>1,521,474</u>	<u>1,521,384</u>

Financial liabilities measured at amortised cost

Payables	287,795	259,027	217,019
Finance Leases	99,053	94,232	94,232
Total financial liabilities measured at amortised cost	<u>386,848</u>	<u>353,259</u>	<u>311,251</u>

20. Events After Balance Date

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

21. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

To the readers of Pūtahi Belfast School's Financial Statements for the year ended 31 December 2024

The Auditor-General is the auditor of Pūtahi Belfast School (the School). The Auditor-General has appointed me, Martin Davies, using the staff and resources of Ainger Tomlin Audit Limited, to carry out the audit of the financial statements of the School on her behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17 that comprise the Statement of Financial Position as at 31 December 2024, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of Cash Flows for the year ended on that date, and the Notes to the Financial Statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 27 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical 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. 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 School Board for the financial statements

The Board of Trustees 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 Boards' responsibilities arise from 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 EdPay 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 required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance (which includes the Evaluation of the School's Students' Progress and Achievement),

Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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.



Martin Davies
Ainger Tomlin Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Analysis of Variance Reporting 2024

School Name: Pūtahi Belfast School

School Number: 3292

Strategic Aims	<p>Goal 1: Student learning NAGs 1,2,4 To ensure that all students have successful access to a broad and innovative curriculum relevant to their cultural, academic, developmental and emotional needs, and interests</p> <p>Goal 2: Positive School Culture NAG 2, 3, 5, To foster a positive school culture, and strengthen home-school relationships to support students' engagement and achievement</p> <p>Goal 3: Property NAG 4,5,6 To provide an innovative and motivating physical environment that supports the intentions of the Belfast Curriculum and creates a sense of belonging and inclusion for all learners and their whānau</p>								
Annual Aims:	<p>To accelerate the progress of learners in Reading</p> <p>To develop reflective learners through embedding the <i>Learn Create Share</i> pedagogy and <i>Cyber Smart</i> curriculum.</p> <p>To create a Pūtahi Belfast Localised Curriculum and complementary building designs for the junior and Senior Campus to reflect the future focused pedagogy outlined in our Education Brief.</p>								
Target Groups :	<p>Reducing disparity for boys in Writing and girls in Maths</p>								
Baseline Data: Students achieving at and above expected level	Reading 2022 Mid Year: 76% End: 72%	Reading 2023 Mid Year: 67% End: 71%	Reading 2024 Mid Year: 66% End: 68%	Writing 2022 Mid Year: 65% End: 65%	Writing 2023 Mid Year: 64% End: 68%	Writing 2024 Mid Year: 62% End: 67%	Maths 2022 Mid Year: 62% End: 67%	Maths 2023 Mid Year: 59% End: 70%	Maths 2024 Mid Year: 63% End: 68%
OUTCOMES:	<p>2% increase in achievement from mid year. 3 % lower than the end of 2023 and 4% lower than the end of 2022.</p>			<p>5% increase in achievement from mid year. 1% lower than the end of 2023, but 2 % higher than the end of 2022.</p>			<p>5% increase in achievement from mid year. 2% lower than the end of 2023, but 1% higher than the end of 2022.</p>		

<p>Analysis of data indicates:</p>	<p>68% of learners are At or Above in Reading at end of year 2024, compared with 66% at mid year 2024. 2% improvement in achievement from mid year 2024</p> <p>Year 1 (74 learners, 7% increase) Year 3 (76 learners, 7% increase) Year 4 (51 learners, 5% increase) Year 5 (64 learners, 3% increase) Year 7 (44 learners, 11% increase) Year 8 (40 learners, 7% increase) in At or Above data from mid year 2024.</p> <p>Year 2 (65 learners, 2% decrease) in At or Above data from mid year 2024 Year 6 (50 learners) stayed the same on 80% At or Above.</p> <p>Our Māori learners (85) achieved at 62% At or Above, down from 65% at mid year. The disparity between "All students" (68% At or Above) widened by 6%.</p> <p>Our Pasifika learners (30) achieved at 87% At or Above, up from 65% at midyear. This is 19% higher than "All students".</p> <p>Our female learners (227) achieved at 71% At or Above compared to 68% mid year. 5% higher than males (237) achieving At or Above, a 1% increase from the mid year point.</p> <p>Our female Māori learners (43) achieved 62% At or Above, down from 72% at mid year and only 1% higher than male Māori learners (42) who achieved 61% At or Above compared with 58% at mid year.</p>	<p>67% of learners are At or Above in Writing at end of year 2024, compared with 62% at mid year 2024. 5% improvement in achievement from mid year 2024</p> <p>Year 3 (76 learners, 1% increase), Year 4 (51 learners, 11% increase), Year 6 (50 learners, 5% increase), Year 7 (44 learners, 16% increase) Year 8 (40 learners, 23% increase) in At or Above data from mid year 2024.</p> <p>Year 1 (74 learners, 6% decrease), Year 2 (65 learners, 6% decrease) Year 5 (64 learners, 3% decrease) in At or Above data from mid year 2024.</p> <p>Our Māori learners (85) achieved at 6% lower with 61% At or Above compared with "All students" with 67% At or Above. This disparity is a 2% increase from mid year 2024.</p> <p>Our Pasifika learners (30) achieved at 83% At or Above. This is 16% higher than "All students" and a 10% improvement from mid year 2024.</p> <p>Our female learners (227) achieved at 73% (up from 67% mid year) At or Above, 11% higher than males (237) At or Above at the end of year, compared with 12% difference at mid year.</p> <p>This is replicated for our female Māori learners (43) who achieved at 67% (63% mid year) At or Above, 12% higher than Māori males (42) At or Above, up from 7% difference at mid year.</p>	<p>68% of learners are At or Above in Mathematics at end of year 2024, up 5% from 63% at mid year 2024. 5% improvement in achievement from mid year 2024</p> <p>Year 1 (74 learners, 6%) Year 3 (76 learners, 1% increase) Year 4 (51 learners, 1% increase) Year 6 (50 learners, 5% increase) Year 7 (44 learners, 23% increase) Year 8 (40 learners, 41% increase) in At or Above data from mid year 2024.</p> <p>Year 2 (65 learners, 71%) had a 7% decrease in At or Above data from mid year 2024 Year 5 (64 learners, 58%) remained the same.</p> <p>At the end of 2024 our Māori learners (85) are achieving at 58% At or Above, up from 53% at mid year 2024. This is still 10% lower compared with "All students" at 68% At or Above.</p> <p>Our Pasifika learners (30) are achieving at 73% At or Above, up from 54% at mid year 2024. This is 5% higher than "All students".</p> <p>Our male learners (237) are achieving at 70% At or Above (69% mid year) and our female learners (227) are achieving at 67% At or Above (55% mid year). The disparity is now 3% compared to 14% at mid year.</p> <p>Our male Māori (42) learners are achieving at 73% At or Above (65% mid year) and our female Māori (43) learners are achieving at 44% At or Above (42% at mid year). The difference is 29%, up from 23% at mid year.</p> <p>Our female Pasifika (16) learners are achieving at 75% At or Above (46% at mid year) compared with 71% At or Above (up from 62% mid year) for Pasifika males (14).</p>
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	<p>Our female Pasifika learners (16) achieved at 88% At or Above compared with 77% at mid year, 2% higher than our male Pasifika learners (14) who achieved at 86% up from 54% at mid year.</p> <p>Learners of other ethnicities (90) are achieving At/Above – Males 66% and Females 71%.</p> <p>Year 7 (44) achievement for At/Above increased significantly from 44 % (end of 2023) to 69% (end of 2024).</p> <p>Year 8 (40) achievement for At/Above increased significantly from 34% (end of 2023) to 60% (end of 2024).</p> <p>Annual Aim: To accelerate the progress of learners in Reading Goal partially achieved Mid year 2024 35% of learners were Below or Well below in Reading. By the end of 2024 this had reduced by 3% to 32% of learners being Below or Well below in Reading.</p>	<p>Our female Pasifika learners (16) achieved at 88% At or Above (77% mid year), 9% higher than Pasifika males (14) At or Above, up from 8% difference at mid year.</p> <p>Learners of other ethnicities (90) are achieving At/Above – Males 62% and Females 73%.</p> <p>Year 7 (44) achievement for At/Above increased significantly from 38% (end of 2023) to 62% (end of 2024).</p> <p>Year 8 (40) achievement for At/Above increased from 54% (end of 2023) to 68% (end of 2024).</p> <p>Target Group: Reducing disparity for Boys (237) in Writing Goal partially achieved</p> <ul style="list-style-type: none"> • For all students the disparity for boys in writing has reduced from 13% in 2022 to 11 % in 2024. • Our Māori male disparity decreased from 27% in 2022 to 12% in 2024. • Our "other" ethnicity male disparity has had a slight increase from 10% in 2022 to 11% in 2024. • Our Pasifika male disparity has increased from them achieving 18% higher than our Pasifika females in 2022 to 9% lower than our Pasifika females in 2024. This will be an area of focus in 2025. 	<p>Learners of other ethnicities (90) are achieving At/Above – Males 69% and Females 72%.</p> <p>Year 7 (44) achievement for At/Above increased significantly from 35 % (end of 2023) to 71% (end of 2024).</p> <p>Year 8 (40) achievement for At/Above increased significantly from 37% (end of 2023) to 75% (end of 2024).</p> <p>Target Group: Reducing disparity for Girls (227) in Maths Goal achieved.</p> <ul style="list-style-type: none"> • For "all students" the disparity for girls in maths has reduced from 15% in 2022 to 3 % in 2024. • Our Pasifika female disparity has reduced from 30% in 2022 to our Pasifika females achieving 4% higher than Pasifika males in 2024. • Our "other" ethnicity disparity has reduced from 15% in 2022 to "other" ethnicity females achieving 3% higher than "other" ethnicity males in 2024. • Our only ethnicity exception are our Māori females where the disparity increased from 13% in 2022 to 33% in 2024. This will be an area of focus in 2025.
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Actions <i>What did we do?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Term 1-2 focused on gathering and analysing data from various sources including learner assessments easTTle (Writing) and PATs for Years 4-8 in Reading Comprehension, Listening Comprehension and Mathematics.</p> <p>Data analysis was used to identify priority learners in each syndicate and recorded on the Team Profile. Team Profile used each term throughout the year, for focused discussions on student progress and learning needs. SENCO facilitated discussion for individual learners and liaison with external specialists – RTLB, RTLit. Adapted learning programmes impacting well on learning.</p> <p>Continued use of Manaiakalani data in Cluster Research Data Reflection meetings and planning for shared outcomes to raise achievement especially in literacy.</p> <p>One teacher completed the Manaiakalani MPI (Maths Practice intensive) and one the RPI (Reading Practise Intensive). Both of these PLD opportunities support the class teacher to boost their own teacher confidence and also student success. They are supported by an in school mentor.</p> <p>Year 1-2 teachers had Structured literacy well embedded as it was the second year of BSLA so the teachers were fully trained and more confident with the programme. Numicon was also used in the Juniors which has supported foundational number knowledge.</p> <p>Year 3-4 teachers were trained in the BSLA structured literacy approach. The team was supported by our SENCO who facilitated and supported the training.</p> <p>Year 5-8 teachers were supported by RTLB to look at Universal Design for Learning and Collaborative teaching practice following the move into the new</p>	<p>Variations in end of year data are 1- 3% below for the end of 2024 compared to 2023. During the year the school roll has grown with new learners coming in across the school. It is common for new learners to present with learning needs.</p> <p>All Year 5-8 learners moved to the new Senior Campus at the start of 2024. This was a significant change for all staff and learners as they adapted to teaching and learning in collaborative spaces. Time was taken in Term 1 to fully embed routines and expectations both in and outside of the classroom. The impact of this was seen in a significant reduction in PB4L data and the ability for teachers to protect teaching time.</p> <p>There has been a noticeable increase in learners enrolling with high levels of developmental and learning needs especially in the junior years. The introduction of cohort entry in 2024 may have also impacted the data in Year 1.</p> <p>While the majority of learners are achieving at or above expectations resources both within and externally, are limited for learners who require greater support. Teacher aide support can rarely be directed to learning instead needing to focus on developmental and emotional needs.</p> <p>The demand for pastoral support is high throughout the school and teachers find that increasingly their time is taken from learning programmes to managing the affective domain with issues in friendships, emotional regulation and self management.</p> <p>At the end of Year 6 the number of learners who move on to intermediates has an impact on the dynamics of peer relationships. The cohort becomes unsettled as</p>	<p>The strategic goals for 2025 have been aligned with cluster goals for cultural capability, literacy and digital fluency. There will be a specific focus on Literacy in 2025.</p> <p>A priority on the Junior Campus will be on establishing routines and expectations for the new Kāpeka teaching space. Staff and learners will be adapting to working collaboratively in new, unfamiliar spaces. Appropriate supports and protocols have been designed.</p> <p>Implementation of the new Maths and Literacy Curriculums, including the shift to Phases of Learning.</p> <p>This is being supported by;</p> <ul style="list-style-type: none"> • Maths Leads to review and draft a rewrite of the Pūtahi Belfast Mathematics Programme Overview for teaching and learning, ready for moving towards the full implementation of the refreshed Mathematics and Statistics Curriculum over time. • Literacy Leads to review and draft a rewrite of the Pūtahi Belfast Literacy Programme Overview for teaching and learning, ready for moving towards the full implementation of the refreshed Mathematics and Statistics Curriculum over time. • Four staff applied and were appointed into Literacy and Maths lead roles on both campuses to support the implementation of the new curriculums and structured literacy and maths approaches. • Year 4-8 teachers participating in Structured Literacy PLD with Literacy Connections. • Year 3 teachers will continue to embed the BSLA structured literacy approach. • Teachers new to Years 1-3 will be provided release to complete BSLA training.

Actions <i>What did we do?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>campus They also began using The Code as a structured approach to literacy.</p> <p>Ensured all reading, writing and maths programmes across the school met the one hour a day requirement and that teaching time was protected.</p> <p>Cluster wide writing moderation to ensure accuracy and consistency with assessment.</p> <p>Had a year long "Assessment for Learning" focus to build capability on how to create Assessment Capable Ākonga.</p> <p>Parent / caregiver AKO meetings beginning and mid-year to gain valuable insights to learners and their needs.</p>	<p>learners re-establish leadership roles and peer groups re-organise. It is noticeable that the usually settled behaviour in Years 5-6 is disrupted by the change and loss of often the group leaders.</p> <p>The new attendance guidelines (Regular attendance = over 90% attendance) showed our termly data as follows;</p> <p>Term 1 62% regular attendance. 47% unjustified/unexplained/holiday and 42% medical. 84% on time.</p> <p>Term 2 54% regular attendance. 44% unjustified/unexplained/holiday and 52% medical. 73% on time.</p> <p>Term 3 58% regular attendance. 46% unjustified/unexplained/holiday and 48% medical. 74% on time.</p> <p>Term 4 63%. regular attendance. 59% unjustified/unexplained/holiday and 34% medical. 73% on time.</p> <p>With the exception of Term 1 (Wednesday), Fridays were the highest day for absence.</p> <p>In Term 1 and 2 Year 7 and 8 had the highest proportion of learners with chronic absence (70% attendance or less). In Terms 3 and 4 Year 1 had the highest proportion of learners with chronic absence (70% attendance or less).</p>	<ul style="list-style-type: none"> • All staff will be involved in the MOE Maths PLD curriculum. • All staff will be participating in Numicon Implementation PLD and teaching staff will be further supported with model lessons and follow up support. Numicon utilises "Science of Learning" to ensure that every child succeeds and remembers what they learn. It provides a consistent, non-streamed, maths, vocabulary explicit, hands on based programme to support all learners, especially Māori and Pasifika. <p>Implementing Hero as our student management system to be able to;</p> <ul style="list-style-type: none"> • improve communication with whānau and make learning and success more visible. • allow ākonga to be involved in setting goals and monitoring their own progress. • visibly group, graph and monitor progress for both all and target learners • make attendance reporting and data more accessible and visible for whānau/parents. <p>Adequate resourcing for both campuses continues to be a focus while we wait for policy change to allow adequate funding for both campuses to run safely, with appropriate staffing and resourcing.</p> <p>CRT release teachers have been assigned to teams and are part of staff and team meetings. This is aiming to seamlessly continue class programmes.</p> <p>Implementation of Tier 2 PB4L process to support the use of classroom adaptations.</p>

Giving Effect to Te Tiriti o Waitangi



The principles of Te Tiriti o Waitangi are inherent in the policies, practices and operations of Pūtahi Belfast School. Learners experience a school environment that is committed to inclusion, and culturally responsive practice.

Our school values are central to everything we do: Care- Awhina, Share- Mahi Tahi, Learn- Ako and Grow – E tipu. Our values embody Manaakitanga, Whanaungatanga, Kotahitanga, and Tino Rangatiratanga. We support and nurture all ākonga to be proud of their identity and culture.

Te reo and local tikanga guide our school practices. There is ongoing commitment by staff to improving and using te reo in the classroom and in interactions with students and whānau.

A whānau hui was held to strengthen the connection between whānau and kura and to seek improvement feedback.

Karakia, waiata and mihi whakatau are part of our school practices and there is on-going commitment to develop staff and students' capacity to participate. Our school waiata, especially written for our kura, is performed with pride and has created a strong sense of identity. Mihi whakatau are held each term to welcome new tamariki and their whānau to our kura. We continue to invest in opportunities for our ākonga to learn and participate in Kapa Haka. We have expanded this to include our Year 3 and 4 ākonga. Our logo represents the local environment and is symbolic of our two-site school.

The cultural narrative gifted by Ngāi Tūāhūriri to our school has been incorporated into our local school curriculum, and is the source of names for our buildings and learning spaces. A special ceremony was held to officially bless and open the new Tauhōkai Hall and Kāpeka building on the Junior Campus. Artwork and signage have been designed for the Senior Campus to reflect the narrative and local environment. Our school has adopted the name gifted to us – Pūtahi, which represents the waterway nearest to our original school site.

There is significant involvement and support from the Manaiakalani Network which aims to reduce inequity for all learners. Staff engage in professional learning and practices aimed at accelerating learning to ensure equitable outcomes for all ākonga. A Cultural Lead has been appointed through the Kahui Ako to support the leaders in each kura across the Te Ara Tūhura Cluster. The focus has been on developing a curriculum overview and bringing the schools together for a cultural performance.

Our ongoing goal is to create strong partnerships with whānau, iwi and mana whenua.

Pūtahi Belfast School

Kiwi Sport Funding



Kiwi Sport is a government funding initiative to support students participation in organised sport.

In 2024, the school received Kiwi Sport funding of \$6,600 (excluding GST). The funding was spent on employing a Hauora Activator through Kia Kori Waitaha to support students participation in sport and physical activity during interval and lunch breaks throughout the year.

In addition funding was used to purchase sports equipment for classes. Students in Years 5-8 participated in organised sport through internal sport programmes and external competitive inter-school sport programmes.

The number of students that participated in organised sport was 472.



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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Policies are approved and regularly reviewed to ensure obligations to staff are upheld.</p> <p>Staff wellbeing is an agenda item at senior leadership meetings. Wellbeing initiatives include staff as well as students.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>We have policies that support equal opportunities that fulfil obligations rather than a programme.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Every appointment has a panel as set out in our policies. Vacancies are advertised with job descriptions and person specifications to ensure that the best applicant is one who matches the needs and requirements of the position.</p> <p>All referees have the same questionnaire and opportunity to provide additional information.</p> <p>The principal ensures that employment and personnel practices are fair and free of any bias</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>Cluster goals are focussed on culturally responsive practice.</p> <p>Tikanga is observed in the school and continually reviewed with the aim of being embedded in school practices.</p> <p>Te reo is common in school communications both formal and informal. Karakia, waiata and mihi whakatau are a part of routines for staff and students.</p> <p>Ngai Tūahuriri have been part of the design of our build programme with the cultural narrative represented in our new school logo.</p>

How have you enhanced the abilities of individual employees?	<p>Access to PLD for individual staff, groups and whole staff with internal and external providers. Eg. RT Lit, RTLB, Manaiakalani</p> <p>Role crafting is used to shape the direction for unit holders with plans linked to the strategic plan.</p> <p>A PLD schedule for each term includes school and cluster opportunities.</p> <p>Beginning Teachers are supported with Mentors and release time.</p>
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How are you recognising the employment requirements of women?	<p>Flexible work arrangements are offered for staff returning from parental leave and include job share teaching positions. The Board has approved leave on request to accommodate family needs.</p> <p>All employees have flexibility around end of day commitments to meet family / whānau needs.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>Support for staff experiencing mental health challenges includes EAP, access to supervision and our school counsellor, and support with leave when required.</p> <p>We endeavour to employ staff that reflect inclusion.</p>

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

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



PŪTAHI BELFAST SCHOOL ANNUAL SCHOOL IMPROVEMENT PLAN 2024

STRATEGIC GOAL	ANNUAL AIMS	Report on Actions Taken to Achieve the Goals
GOAL 1 Achievement Learner/ākonga will reach their potential with success in literacy and mathematics.	AIM 1 To accelerate the progress of learners: 1a. in mathematics 1b. in literacy NELP 2: Barrier Free Access Great education opportunities and outcomes are within reach for every learner NELP 3: Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau	Term 1, 18 March <ul style="list-style-type: none">• Whole staff analysis of 2023 data and identifying target groups in each team for literacy and mathematics• Review of literacy and mathematics teaching programmes to align with requirements to teach one hour a day reading, writing and mathematics.• Teams preparing statements to articulate approaches to literacy and mathematics teaching.• Te Ara Tūhura Research reflections workshops for Cluster principals and leaders of learning; analysis of cluster and school data for reading, writing and mathematics / cluster goal setting• Professional Learning programme planning with PLD Provider; focus on student assessment capability• Beginning year assessments in literacy and mathematics to be completed.• RTLB supporting staff with implementing collaborative practice. Term 2, 20 May <ul style="list-style-type: none">• Two teachers enrolled in Manaiakalani professional learning intensives: Reading Intensive and Mathematics Intensive• New staff in Years 1-2 training for BSLA• One hour requirements: summary completed• Team profiles completed with goals for priority learners• Target students identified in each team for monitoring progress in literacy and maths: Mathematics – 45 students Literacy 41 students Term 2, 17 June <ul style="list-style-type: none">• Manaiakalani Research Reflections workshop with Cluster Principals and Leaders.



PŪTAHI BELFAST SCHOOL

ANNUAL SCHOOL IMPROVEMENT PLAN 2024

STRATEGIC GOAL	ANNUAL AIMS	Report on Actions Taken to Achieve the Goals
		<ul style="list-style-type: none">• Year 3/4 team accepted for BSLA training with University of Canterbury.• Staff professional learning focus on Assessment; application for further funding through the Ministry of Education for continued work with PLD Provider.• RTLB funded professional learning for staff on senior campus; visits to schools using collaborative teaching in flexible learning spaces• Manaiakalani observations of all staff teaching reading. Data collated by school, cluster and the whole Manaiakalani Network. Analysis to identify priorities for teaching and learning.• Mid year AKO meetings scheduled to report on progress and achievement to whānau. <p>Term 3, 19th August</p> <ul style="list-style-type: none">• Assessment Capable Learners staff meeting.• PLD application accepted, with additional 50 hours of PLD with Provider with a focus on Assessment Capable Learners.• Data conversations held with syndicates with a focus on Mathematics.• Meeting with Literacy Connections to look at plans for implementing structured literacy in Years 4-8 as part of the MOE directive on the National Curriculum.• Manaiakalani - analysis of data collected from the classroom observations at both a cluster and school level. Goals based on the observation data.• Junior team visit to St Patrick's School to find out more about Numicon which is a structured approach to teaching Mathematics, <p>Term 3, 16th September</p> <ul style="list-style-type: none">• Acting Principals attended a webinar on the new Mathematics and Statistics Draft Curriculum and the Middle Leaders attended the English Learning Area Draft Curriculum to help understand the new format.



PŪTAHI BELFAST SCHOOL

ANNUAL SCHOOL IMPROVEMENT PLAN 2024

STRATEGIC GOAL	ANNUAL AIMS	Report on Actions Taken to Achieve the Goals
		<ul style="list-style-type: none">• Survey collected feedback from teachers about the current writing programme. The Literacy team reviewed the Writing section of the Literacy Overview. Literacy Leader shared this with staff and outlined the focus on the writing process and handwriting expectations for each year level.• Self Review completed with Middle Leaders, Teaching Staff and Board representative to feed into a School Improvement Framework (SIF) documentation required by ERO. Acting Principals synthesised this information and provided three examples of evidence for each domain to send to the ERO Officer.• ERO Officer observed high quality teaching and learning during her visit. This information helped verify findings based on the SIF documentation. The Poutama Reo was also used as a self review tool and discussed.• An extension Year 7 and 8 team took part in the Cantamath competition.• Year 5-8 students had the opportunity to take part in the Kiwi Competitions in Reading, Maths, Science and Spelling.• Mid Year Student and Achievement data presented to the Board. <p>Term 4, 18th November, 2024</p> <ul style="list-style-type: none">• Numicon resources ordered through the MOE portal. Some staff visited St Patrick's School to see Numicon in action and reported positive feedback.• All staff registered for Literacy PD through the MOE portal, Literacy Connections. The training will take place January, 2025.• Manaiakalani Principal Wananga to outline cluster goals for 2025.• Teacher Only Day focused on the new English and Mathematics Curriculum as well as preparing staff for the change to the new student management system Hero.



STRATEGIC GOAL	ANNUAL AIMS	Report on Actions Taken to Achieve the Goals
		Term 4, 9 December <ul style="list-style-type: none">• Work completed on Annual Plan with SLT and PLD Provider.• Transition information shared with the teachers so that the children's learning, social and emotional needs are met in a positive way.• All teachers completed end of year Reports.
GOAL 2 Wellbeing <i>Students will build and sustain positive relationships</i>	AIM 2 Students demonstrate respect and care for others and the school environment NELP 1: Learners at the Centre Learners with their whānau are at the centre of education NELP 2: Barrier Free Access Great education opportunities and	Term 1, 18 March <ul style="list-style-type: none">• Healthy Active Schools PALS (Physical Activity Leaders) training: aims promotes positive interaction through games during break times – 12 students• PB4L lead staff Tier 2 workshop at Ministry of Ed• <i>Integrated Kindness</i> theme for whole school throughout the year• <i>John Parsons</i> cyber safety workshops for Years 1-8, staff and parents. Parent evening held in Senior Campus library with childcare provided by staff in the hall.• <i>Hauora Activator</i> working on each campus once a week in playgrounds Term 2, 20 May <ul style="list-style-type: none">• Restorative Practice introductory workshop for new staff including teacher aides• Restorative Practice whole staff meeting scheduled for 18/6• Restorative conferences conducted with students – increasing success with these.• Behaviour data continues to shows positive trends with decreasing number of referrals each month Term 2, 17 June <ul style="list-style-type: none">• Te Ara Tūhura Cluster appointed an across-school cultural leader who will work with each school's cultural leader to develop common learning outcomes.



PŪTAHI BELFAST SCHOOL

ANNUAL SCHOOL IMPROVEMENT PLAN 2024

STRATEGIC GOAL	ANNUAL AIMS	Report on Actions Taken to Achieve the Goals
	outcomes are within reach for every learner	<ul style="list-style-type: none">Cluster focus is to promote student blogging in the hope there will be more engagement from parents / whanau and the community. Commenting on blogs is correlated with increased achievement in writing in all Manaiakalani Network schools. <p>Term 3, 19th August</p> <ul style="list-style-type: none">Senior Campus joined with the Junior Campus to play board games as part of Maths Week, this helped to maintain the connection between both campuses.Mihi whakatau was held to welcome new families to the kura. This was held on the Junior campus with the Senior Kapa Haka and new students on the Senior Campus coming over, <p>Term 3, 16th September</p> <ul style="list-style-type: none">PB4L Leads attended termly meetings, this information will be used for staff meeting focus.Wellbeing week included opportunities for staff on both campuses to come together for shared kai and other planned activities.Lots of engagement from the Year 5-8 Pasifika Group from Mana Ake. <p>Term 4, 18th November</p> <ul style="list-style-type: none">Resurrected House Colour Day which allows children to cross group for fun sporting activities. Senior and a Junior afternoon on different days with the Prefects and Physical Activity Leaders having the opportunity to lead the groups with support of the teachers.Surf to Turf held for the Year 7 and 8 children with positive training sessions held in the lead up to the event.There were 46 children that qualified for the North Zone Athletics Competition and 12 children qualified for the Canterbury Athletics competition.



Pūtahi
Belfast School

PŪTAHI BELFAST SCHOOL

ANNUAL SCHOOL IMPROVEMENT PLAN 2024

STRATEGIC GOAL	ANNUAL AIMS	Report on Actions Taken to Achieve the Goals
		Term 4, 9 December <ul style="list-style-type: none">Transition morning for the Year 4's with a good turn out of parents. A positive start for the children and they were welcomed by their peers.Parents of a large New Entrant cohort were invited to the staffroom to meet each other as well as an opportunity to ask questions about the school they were unsure about.

GOAL 3 Learning Culture Our kura / school will have a strong, unified identity within the community	AIM 3 To establish communication systems, interaction and routines of our two-campus school NELP 1: Learners at the Centre Learners with their whānau are at the centre of education NELP 4: Future Learning and Work Learning that is relevant to the lives of New	Term 1, 18 March <ul style="list-style-type: none">Staff weekly admin meetings via Google Meets to connect both campuses.Term 1 staff meetings on Senior Campus, then alternate each term.Senior Campus attended mihi whakatau on Junior Campus: majority of new students are New EntrantsJunior Campus has attended two events on Senior Campus: beginning year school picnic for whanau and official opening ceremony. Term 2, 20 May <ul style="list-style-type: none">Year 7/8 students worked with Junior Syndicate to create Google Slides for the waypoint in the inquiryNewly enrolled children and whānau attended mihi whakatau on the senior campus after weather prevented whole school event on the junior campus.Principal and Project Manager attended Harewood-Papanui Community Board meeting to discuss the safety issues with Johns Road. Limiting movement between sites until safer road crossing.Year 7/8 students building connections with neighbouring school by reading stories to students during World Book Day.
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Zealanders today and throughout their lives

Term 2, 17 June

- Teacher only day focus on planning local curriculum inquiry on Waterways for Term 4, revisiting Dr Kathleen Liberty's research on wellbeing and exploring AI in a teaching and learning context.
- Students leading World Vision event visited Junior Campus.
- Highly engaging Junior Campus Cultural parade

Term 3

- Blessing and opening ceremony of Tauhōkai/hall on the Junior Campus.
- Inquiry showcase with whānau invited.
- Survey for Māori Whānau to establish a date for Whānau hui.
- Year 6 parents invited to an Intermediate (Year 7/8) Open morning to see Year 7/8 learning spaces in action and have an opportunity to ask questions about what is on offer.
- Increase of communication with each Syndicate contributing to newsletter with an article and photos detailing what the syndicate has been doing in the first three weeks of the term. This will be repeated in weeks 3, 6 and 9.

Term 3, 16th September

- Healthy Active Schools discussed possibilities for the playground on the Junior Campus. Student and teacher voices gathered, this will feed into suggestions for the playground structure.
- Better Start Literacy Approach (BSLA) information evening held for Junior Campus whānau.
- Whānau Hui held to increase connection with Māori whānau and share assessment data as well as seek feedback.

Term 4, 18th November, 2024

- Mihi Whakatau held to welcome new families.
- Two staff completed their 14 week Te Reo course.
- The Cultural Lead for the Kahui Ako visited both the Junior and Senior Campus to provide information on other Te Reo courses staff can do. A curriculum overview is also being developed. The across Kahui Ako group meet virtually fortnightly.
- The Jump Jam team made it through to the National Competition.
- The Choir performed at the Town Hall for the Music Festival.

Term 4, 9 December

- Pūtahi Belfast School Helpers Morning tea held on each campus to thank everyone who has supported us over the year.

		<ul style="list-style-type: none"> • Rotary Speech evening held with great results from participants. • The Te Ara Tūhura KAPA HAKA FESTIVAL was a successful evening. Our kura performed exceptionally well with lots of support from whānau. • Kapa Haka performed at New World and appeared on Breakfast TV as part of a promotion for foodstuffs.
STRATEGIC GOAL	ANNUAL AIMS	Evaluation and Analysis
GOAL 1 Achievement Learner/ākonga will reach their potential with success in literacy and mathematics.	AIM 1 To accelerate the progress of learners: 1a. in mathematics 1b. in literacy NELP 2: Barrier Free Access Great education opportunities and outcomes are within reach for every learner NELP 3: Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau	<ul style="list-style-type: none"> • Data-Driven Culture: A strong emphasis on collecting, analyzing, and using data (baseline, mid-year, observations) to identify needs, monitor progress, and inform decision-making. • Targeted Professional Learning: Strategic investment in PLD that is directly relevant to identified needs (assessment capable learners, reading/maths intensives, BSLA, structured literacy). • Collaborative Approach: Encouragement of collaboration among staff (team profiles, data conversations, RTLB support) and within the cluster (Manaiakalani workshops). • Proactive Curriculum Alignment: Reviewing existing programmes and preparing for new national curriculum directives ensures pedagogical coherence and effectiveness. • Focus on Foundational Skills: Significant investment in BSLA and structured literacy in the junior years, acknowledging the importance of early intervention. • Empowering Learners: The focus on "Assessment Capable Learners" is a powerful strategy for fostering student agency and self-directed learning. • Accountability and Review: Regular reporting to the Board, self-reviews (SIF, Poutama Reo), and ERO visits ensure continuous improvement. • Strategic Resource Allocation: Ordering Numicon resources and securing additional PLD funding demonstrates a commitment to providing necessary tools and expertise. • Home-School Partnership: AKO meetings actively involve whānau in the learning process. <p>In conclusion, the school's plan demonstrates a robust and well-considered strategy for accelerating progress in mathematics and literacy. There is clear evidence of improvement through professional</p>

STRATEGIC GOAL	ANNUAL AIMS	Evaluation and Analysis
		development, data analysis, and a responsive approach to pedagogical shifts. This goal will continue to be a focus in 2025.
<p>GOAL 2</p> <p><i>Wellbeing</i></p> <p><i>Students will build and sustain positive relationships</i></p>	<p>AIM 2</p> <p>Students demonstrate respect and care for others and the school environment</p> <p>NELP 1:</p> <p>Learners at the Centre</p> <p>Learners with their whānau are at the centre of education</p> <p>NELP 2:</p> <p>Barrier Free Access</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<ul style="list-style-type: none"> • Holistic Approach: The initiatives cover various aspects: social-emotional learning (PB4L, Restorative Practice, Kindness theme), physical well-being (Hauora Activator, PALS, sporting events), cultural understanding (Mihi Whakatau, Cultural Leader), and digital citizenship (John Parsons). • Proactive Focus: Many initiatives are proactive, aiming to build a positive culture rather than just reacting to problems (e.g., PALS, Kindness theme, Mihi Whakatau, Wellbeing Week). • Student Empowerment: Initiatives like PALS and the involvement of Prefects empower students to take ownership of creating a positive environment, fostering a sense of responsibility and care. • Consistency and Reinforcement: The ongoing nature of PB4L training, Restorative Practice implementation, and termly meetings ensures that the message of respect and care is consistently reinforced across staff and student interactions. • Evidence of Impact: The decrease in referrals (behaviour data) provides concrete evidence that these efforts are yielding positive results in student behavior. • Community and Inclusivity: Events like the Mihi Whakatau and inter-campus board games actively foster a sense of community and inclusivity, directly promoting care for all members. <p>Pūtahi Belfast School is implementing a wide range of initiatives that collectively and strongly contribute to the commitment to fostering an environment where students actively demonstrate respect and care for others and the school environment. The diverse range of programmes, the consistent implementation, and the positive behavioral data collectively indicate significant progress towards this aim.</p>

STRATEGIC GOAL	ANNUAL AIMS	Evaluation and Analysis
<p>GOAL 3</p> <p>Learning Culture</p> <p>Our kura / school will have a strong, unified identity within the community</p>	<p>AIM 3</p> <p>To establish communication systems, interaction and routines of our two-campus school</p> <p>NELP 1:</p> <p>Learners at the Centre</p> <p>Learners with their whānau are at the centre of education</p> <p>NELP 4:</p> <p>Future Learning and Work</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>1. Intentional Communication Systems:</p> <ul style="list-style-type: none"> ○ Virtual Meetings: Weekly Google Meets for staff administration (Term 1) is a foundational and modern communication routine. ○ Regular Newsletters: Increased syndicate contributions to the newsletter (Term 3) provide consistent, broad communication to the entire school community. ○ Targeted Surveys: Using surveys for Whānau Hui dates (Term 3) shows proactive and inclusive communication. ○ Unified Information Dissemination: Cultural Lead visiting both campuses (Term 4) ensures consistent messaging. <p>2. Diverse Inter-Campus Interactions:</p> <ul style="list-style-type: none"> ○ Shared Events: Mihi Whakatau (multiple terms), school picnic, opening ceremony, and board games during Maths Week (Term 3) are all explicit routines designed to bring both campuses together physically, fostering a unified community. ○ Cross-Campus Collaboration: Year 7/8 students working with Junior Syndicate on Google Slides (Term 2) is an excellent example of academic collaboration and mentorship across campuses. ○ Staff Cohesion: Alternating staff meetings and Wellbeing Week activities for staff (previous analysis) are crucial for building a cohesive professional culture across the two sites. <p>3. Established Operational Routines:</p>

- **Consistent PD:** Teacher-only days and PB4L workshops (previous analysis) ensure all staff receive consistent professional development, leading to unified pedagogical and behavioral approaches.
- **Transitional Pathways:** The Year 6 parents' Intermediate Open Morning (Term 3) is a vital routine for smooth student and family transitions between campuses.
- **Adaptability:** The relocation of the Mihi Whakatau due to weather (Term 2) demonstrates flexibility within established routines.
- **Safety Protocols:** The discussion of Johns Road safety and limiting movement (Term 2) shows a direct engagement with a critical operational challenge of a two-campus model, requiring significant communication and routine adjustment.

4. Unified Identity and Community:

- The consistent welcoming of new families (Mihi Whakatau) and engagement with whānau (Whānau Hui) reinforces a single school identity despite the two locations.
- School-wide events (Jump Jam, Choir, Kapa Haka) imply consistent routines for extra-curricular activities across the entire school.

In conclusion, Pūtahi Belfast School has clearly invested significant effort in building robust and varied communication systems, fostering intentional interactions, and establishing practical routines to successfully operate a two-campus model. The statements highlight a proactive, adaptive, and community-focused approach to ensure cohesion, consistency, and a unified school experience for all students, staff, and whānau. This will be an ongoing goal as we continue to establish a one school, two campus model.