



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	3506
Principal:	Meagan Kelly
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

SOMERFIELD TE KURA WAIREPO

Annual Financial Statements - For the year ended 31 December 2024

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Somerfield Te Kura Wairepo

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.

Lucy Green
Full Name of Presiding Member

Signed by:

3124267333F090FB
Signature of Presiding Member

23/07/2025
Date:

Meagan Kelly
Full Name of Principal

Signed by:

0CD6B47B17D31D
Signature of Principal

23/07/2025
Date:

Somerfield Te Kura Wairepo

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Stephanie Muller	Presiding Member	Elected	Sep 2025
Meagan Kelly	Principal	ex Officio	
Nicola Horne	Acting Principal	ex officio	
Denise Torrey	Principal	ex Officio	Dec 2024
Lucy Green	Parent Representative	Elected	Sep 2025
Cameron MacPherson	Parent Representative	Elected	Sep 2025
Tim McIntosh	Parent Representative	Elected	Sep 2025
Elizabeth Eastmure	Parent Representative	Elected	Sep 2025
Tony Steffens	Parent Representative	Elected	Sep 2025
Kellie Englefield	Staff Representative	Elected	Sep 2025
In Attendance: Julie Bassett	Secretary		

Somerfield Te Kura Wairepo

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	4,653,397	3,720,744	4,366,728
Locally Raised Funds	3	163,500	109,500	131,869
Interest		15,171	500	12,249
Total Revenue		4,832,068	3,830,744	4,510,846
Expense				
Locally Raised Funds	3	19,714	13,000	21,207
Learning Resources	4	3,253,273	2,656,207	3,177,352
Administration	5	280,277	271,940	245,986
Interest		4,503	-	4,308
Property	6	1,292,177	889,762	1,296,225
Loss on Disposal of Property, Plant and Equipment		2,659	-	1,862
Total Expense		4,852,603	3,830,909	4,746,940
Net (Deficit) for the year		(20,535)	(165)	(236,094)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(20,535)	(165)	(236,094)

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

Somerfield Te Kura Wairepo

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		493,952	493,952	706,466
Total comprehensive revenue and expense for the year		(20,535)	(165)	(236,094)
Contribution - Furniture and Equipment Grant		38,805	-	-
Contribution - Te Mana Tūhono		17,401	-	23,580
Equity at 31 December		529,623	493,787	493,952
Accumulated comprehensive revenue and expense		529,623	493,787	493,952
Equity at 31 December		529,623	493,787	493,952

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.

Somerfield Te Kura Wairepo

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	70,111	218,648	69,763
Accounts Receivable	8	288,701	201,540	201,540
GST Receivable		18,734	18,795	18,795
Prepayments		14,474	16,469	16,469
Investments	9	139,440	103,555	103,555
Funds Receivable for Capital Works Projects	16	15,486	-	-
		546,946	559,007	410,122
Current Liabilities				
Accounts Payable	11	330,597	254,785	254,785
Revenue Received in Advance	12	-	7,908	7,908
Provision for Cyclical Maintenance	13	39,913	-	-
Finance Lease Liability	14	24,837	36,717	36,717
Funds held in Trust	15	844	14,901	14,901
Funds Held on Behalf of the Kahukura Cluster	17	1,278	263	263
		397,469	314,574	314,574
Working Capital Surplus		149,477	244,433	95,548
Non-current Assets				
Property, Plant and Equipment	10	558,304	486,121	600,171
		558,304	486,121	600,171
Non-current Liabilities				
Provision for Cyclical Maintenance	13	170,736	216,377	181,377
Finance Lease Liability	14	7,422	20,390	20,390
		178,158	236,767	201,767
Net Assets		529,623	493,787	493,952
Equity		529,623	493,787	493,952

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

Somerfield Te Kura Wairepo

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		917,237	915,213	911,231
Locally Raised Funds		161,257	109,500	157,112
Goods and Services Tax (net)		61	-	(19,668)
Payments to Employees		(540,164)	(443,241)	(547,133)
Payments to Suppliers		(440,202)	(420,087)	(419,722)
Interest Paid		(4,503)	-	(4,308)
Interest Received		13,055	500	12,049
Net cash from Operating Activities		106,741	161,885	89,561
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(47,438)	(13,000)	(21,703)
Purchase of Investments		(35,885)	-	(3,555)
Net cash (to) Investing Activities		(83,323)	(13,000)	(25,258)
Cash flows from Financing Activities				
Furniture and Equipment Grant		38,805	-	-
Finance Lease Payments		(33,347)	-	(40,335)
Funds Administered on Behalf of Other Parties		(28,528)	-	(22,307)
Net cash (to) Financing Activities		(23,070)	-	(62,642)
Net increase in cash and cash equivalents		348	148,885	1,661
Cash and cash equivalents at the beginning of the year	7	69,763	69,763	68,102
Cash and cash equivalents at the end of the year	7	70,111	218,648	69,763

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

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

Somerfield Te Kura Wairepo

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Investments

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

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment, 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	3-50 years
Furniture and Equipment	3-15 years
Information and Communication Technology	2-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

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

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.13. Revenue Received in Advance

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

1.14. Funds Held in Trust

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

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

1.15. Funds held for Capital Works

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

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

1.16. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.17. Financial Instruments

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

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

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. Services received in-kind

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

2. Government Grants

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Government Grants - Ministry of Education	967,982	829,713	897,311
Teachers' Salaries Grants	2,643,943	2,159,606	2,540,653
Use of Land and Buildings Grants	1,005,697	645,925	898,079
Other Government Grants	35,775	85,500	30,685
	<u>4,653,397</u>	<u>3,720,744</u>	<u>4,366,728</u>

3. Locally Raised Funds

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

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Revenue			
Donations and Bequests	103,977	89,500	95,924
Fees for Extra Curricular Activities	14,928	10,000	14,820
Fundraising and Community Grants	15,096	10,000	7,767
Other Revenue	29,499	-	13,358
	<u>163,500</u>	<u>109,500</u>	<u>131,869</u>
Expenses			
Extra Curricular Activities Costs	19,475	13,000	19,597
Trading	152	-	1,610
Fundraising and Community Grant Costs	87	-	-
	<u>19,714</u>	<u>13,000</u>	<u>21,207</u>
<i>Surplus for the year Locally raised funds</i>	<u>143,786</u>	<u>96,500</u>	<u>110,662</u>

4. Learning Resources

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Curricular	87,515	101,170	118,376
Information and Communication Technology	7,760	7,555	4,759
Employee Benefits - Salaries	3,007,371	2,399,932	2,894,049
Other Learning Resources	7,644	11,500	6,890
Staff Development	22,504	9,000	21,122
Depreciation	120,479	127,050	132,156
	<u>3,253,273</u>	<u>2,656,207</u>	<u>3,177,352</u>

During the year ended December 2024, the Principal travelled to Australia at a cost of \$4,602 to attend an annual conference for professional development and presentation of character education research that the school has been involved with. The costs were funded Principal Wellbeing funding received from MOE.

5. Administration

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Audit Fees	10,435	6,641	6,064
Board Fees and Expenses	19,569	12,400	8,472
Operating Leases	16,498	63,780	16,164
Legal Fees	382	500	339
Other Administration Expenses	42,359	33,709	38,697
Employee Benefits - Salaries	169,530	137,460	157,022
Insurance	18,404	13,450	16,387
Service Providers, Contractors and Consultancy	3,100	4,000	2,841
	<u>280,277</u>	<u>271,940</u>	<u>245,986</u>

6. Property

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Consultancy and Contract Services	79,229	71,400	75,307
Cyclical Maintenance	32,771	35,000	-
Adjustment to the Provision- Other Adjustments	(3,499)	-	171,377
Heat, Light and Water	24,995	24,582	23,056
Rates	10,655	11,000	9,976
Repairs and Maintenance	19,076	2,500	10,551
Use of Land and Buildings	1,005,697	645,925	898,079
Other Property Expenses	56,626	33,900	36,175
Employee Benefits - Salaries	66,627	65,455	71,704
	<u>1,292,177</u>	<u>889,762</u>	<u>1,296,225</u>

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

7. Cash and Cash Equivalents

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Bank Accounts	70,111	218,648	69,763
Cash and Cash Equivalents for Statement of Cash Flows	<u>70,111</u>	<u>218,648</u>	<u>69,763</u>

Of the \$70,111 Cash and Cash Equivalents, \$844 of Funds Held in Trust is held by the School, as disclosed in note 15.

Of the \$70,111 Cash and Cash Equivalents, \$1,278 is held by the School on behalf of the Kahukura cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Receivables from the Ministry of Education	8,824	11,832	11,832
Interest Receivable	2,465	349	349
Teacher Salaries Grant Receivable	277,412	189,359	189,359
	<u>288,701</u>	<u>201,540</u>	<u>201,540</u>
Receivables from Exchange Transactions	2,465	349	349
Receivables from Non-Exchange Transactions	286,236	201,191	201,191
	<u>288,701</u>	<u>201,540</u>	<u>201,540</u>

9. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	139,440	103,555	103,555
Total Investments	<u>139,440</u>	<u>103,555</u>	<u>103,555</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2024						
Building Improvements	343,551	-	(1,645)	-	(16,082)	325,824
Furniture and Equipment	100,257	11,425	(304)	-	(26,573)	84,805
Information and Communication Technology	76,273	50,841	(429)	-	(34,092)	92,593
Leased Assets	56,799	16,432	-	-	(40,534)	32,697
Library Resources	23,291	2,573	(281)	-	(3,198)	22,385
Balance at 31 December 2024	<u>600,171</u>	<u>81,271</u>	<u>(2,659)</u>	<u>-</u>	<u>(120,479)</u>	<u>558,304</u>

The net carrying value of furniture and equipment held under a finance lease is \$32,697 (2023: \$56,799)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	594,237	(268,413)	325,824	600,969	(257,418)	343,551
Furniture and Equipment	778,603	(693,798)	84,805	787,426	(687,169)	100,257
Information and Communication Technology	288,280	(195,687)	92,593	293,933	(217,660)	76,273
Leased Assets	113,339	(80,642)	32,697	156,645	(99,846)	56,799
Library Resources	86,298	(63,913)	22,385	84,747	(61,456)	23,291
Balance at 31 December	1,860,757	(1,302,453)	558,304	1,923,720	(1,323,549)	600,171

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	17,542	17,495	17,495
Accruals	8,435	4,214	4,214
Employee Entitlements - Salaries	288,398	214,595	214,595
Employee Entitlements - Leave Accrual	16,222	18,481	18,481
	330,597	254,785	254,785
Payables for Exchange Transactions	330,597	254,785	254,785
	330,597	254,785	254,785

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	5,665	5,665
Other Revenue in Advance	-	2,243	2,243
	-	7,908	7,908

13. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	181,377	181,377	10,000
Increase to the Provision During the Year	32,771	35,000	171,377
Other Adjustments	(3,499)	-	-
Provision at the End of the Year	210,649	216,377	181,377
Cyclical Maintenance - Current	39,913	-	-
Cyclical Maintenance - Non current	170,736	216,377	181,377
	210,649	216,377	181,377

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No later than one year	26,867	39,201	39,201
Later than One Year	7,950	21,071	21,071
Future Finance Charges	(2,558)	(3,165)	(3,165)
	<u>32,259</u>	<u>57,107</u>	<u>57,107</u>
Represented by:			
Finance lease liability - Current	24,837	36,717	36,717
Finance lease liability - Non-current	7,422	20,390	20,390
	<u>32,259</u>	<u>57,107</u>	<u>57,107</u>

15. Funds Held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	844	14,901	14,901
	<u>844</u>	<u>14,901</u>	<u>14,901</u>

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

16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Flooring and LED Lighting	-	31,590	(47,076)	-	(15,486)
Totals	<u>-</u>	<u>31,590</u>	<u>(47,076)</u>	<u>-</u>	<u>(15,486)</u>

Represented by:

Funds Receivable from the Ministry of Education (15,486)

17. Funds Held on Behalf of the Kahukura Cluster

Somerfield Te Kura Wairepo was the lead school and holds funds on behalf of the Kahukura Cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	263	263	9,093
Funds Received from Cluster Members	11,413	-	892
Funds Spent on Behalf of the Cluster	(10,398)	-	(9,722)
Funds Held at Year End	<u>1,278</u>	<u>263</u>	<u>263</u>

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,125	3,415
<i>Leadership Team</i>		
Remuneration	418,654	405,529
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	421,779	408,944

There are 7 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 Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 -180	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 -110	6.00	6.00
110 -120	3.00	3.00
120 - 130	2.00	-
	11.00	9.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$	2023 Actual \$
Total	-	-
Number of People	-	-

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

22. Commitments

(a) Capital Commitments

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

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

(b) Operating Commitments

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

(Operating commitments at 31 December 2023: nil)

23. 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	70,111	218,648	69,763
Receivables	288,701	201,540	201,540
Investments - Term Deposits	139,440	103,555	103,555
Total Financial assets measured at amortised cost	498,252	523,743	374,858

Financial liabilities measured at amortised cost

Payables	330,597	254,785	254,785
Finance Leases	32,259	57,107	57,107
Total Financial liabilities measured at amortised Cost	362,856	311,892	311,892

24. Events After Balance Date

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

25. 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 SOMERFIELD SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

We have audited the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 23 July 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Members of the Board listing, End of Year Review and Statement of Variance, Achievement and Intervention Report, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, Other reports on special and contestable funding and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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



Annual Goals / Implementation Plan End of Year Review and Statement of Variance 2024

Kaitiakitanga

We are the guardians and protectors of our whānau and school environment.



Review Code

Completed


Ongoing

Not started

Goal One: *To improve learning through teacher knowledge of the curriculum and level content , teaching skill and increased student engagement.*

NELPs:N1/2-High Aspirations, N2/4- Foundation skills, N3/6- Strengths in teaching and leaders

Initiative	Outcomes 2024	IMPACT	Key Measures of Success
Literacy Implement refreshed curriculum Continue with structured literacy PLD <i>Baseline Data:</i> Pockets of excellent practice but variation of programmes.	Teachers are aware of and teach to the new curriculum requirements at their level. All teachers are trained and confident in the use of structured literacy and its use to target needs.	New curriculum introduced November 2024, previously professional development focussed on <ul style="list-style-type: none"> • Writing • Understand, Know and Do • Phases and progressions • More specificity in the implementation of handwriting across the school • Consistent implementation of the Code (Reviewed 2024) • Consistent assessment of the Code across the school • Greater differentiation of learning tasks across the school The staff have a greater understanding of Literacy in the NZC. Currently, there has been no work undertaken on assessment across the school. We have developed structured literacy expectations in Year 0-3. <i>The teachers at STKW are ready to begin to implement the refreshed literacy curriculum in 2025.</i>	Reading and writing maths increase in achievement rates Observations show teacher understanding of new curriculum content and levels and greater differentiation for maths and literacy.
SHIFTS IN PRACTICE	From		To
	Majority of staff unaware of new requirements to be taught at each level for reading and writing. Majority of staff unaware of new assessment tools to be used to assess student learning in reading and writing.		Confidently teaching the new requirements and assessing using new tools.

<div>Mathematics</div> <div>Implement refreshed curriculum</div> <div>Implement financial literacy programmes across the school</div> <div>Baseline Data:</div> <div>Greater awareness of current curriculum content and levels. Greater number of teachers using pedagogical strategies.</div> <div></div>	<div>Teachers are aware of and teach to the new curriculum requirements at their level.</div> <div>All ākonga have an understanding of financial literacy relevant to their level</div>	<div>Three years of professional development have culminated in a greater understanding of a rich maths programme, reflected in improved data over three years.</div> <div>New curriculum was introduced in November 2024, previously professional development focussed on<ul style="list-style-type: none">Understand, Know and DoPhases and progressionsCommon practice expectations are referred to across the schoolAll year 3-6 classes implemented Financial literacy in partnership with ASBYear 0-2 taught unit independentlyOpen-up tasks and workshops allow for greater differentiation</div> <div>All staff have a greater understanding of an effective maths programme and are consistently using a number of pedagogical strategies enhanced by collaborative planning.</div> <div>Cluster contract with PLD provider for 2025 will work on deep assessment tasks.</div> <div>The teachers at STKW are ready to begin to implement the refreshed Mathematics curriculum in 2025.</div>	<div>Mathematics -increase in achievement rates</div> <div>Observations show teacher understanding of new curriculum content and levels and greater differentiation for maths and literacy.</div>
SHIFTS IN PRACTICE	FROM		TO
	Not all staff are aware of the new requirements to be taught at each level for mathematics. Not all staff are aware of the new assessment tools.		Confidently teaching the new requirements and assessing using new tools.

	2024 End of Year Data	Statement of Variance																																																										
Raise achievement in Foundation Skills of Reading Writing and Mathematics and ensure parity for all groups	<div>GOALS</div> <div><ul style="list-style-type: none">85% of all tamariki meet expectations in foundation skills of literacy and mathematics.There is parity for Maori and Pasifika Students</div> <div>Denotes above the school goals</div> <table><tr><td></td><td>at/ Above 2022 %</td><td>at/ Above 2023 %</td><td>at/ Above 2024 %</td></tr><tr><td>Reading</td><td>85%</td><td>82%</td><td>87%</td></tr><tr><td>Writing</td><td>75%</td><td>78%</td><td>85%</td></tr><tr><td>Mathematics</td><td>84%</td><td>83%</td><td>86%</td></tr></table> <div>Parity</div> <table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Mathematics</td></tr><tr><td></td><td>Below</td><td>At/ Above</td><td>Below</td><td>At/ Above</td><td>Below</td><td>At/ Above</td></tr><tr><td>Maori 2023</td><td>30% (22)</td><td>70% (52)</td><td>33% (25)</td><td>67% (49)</td><td>19% (14)</td><td>81% (60)</td></tr><tr><td>Maori 2024</td><td>18% (14)</td><td>82% (63)</td><td>22% (17)</td><td>78% (60)</td><td>22% (17)</td><td>78% (60)</td></tr><tr><td>Pacifica 2023</td><td>30% (9)</td><td>70% (14)</td><td>40% (8)</td><td>60% (12)</td><td>40% (8)</td><td>60% (12)</td></tr><tr><td>Pacifica 2024</td><td>50% (6)</td><td>50% (6)</td><td>50% (6)</td><td>50% (6)</td><td>58% (8)</td><td>42% (4)</td></tr></table>		at/ Above 2022 %	at/ Above 2023 %	at/ Above 2024 %	Reading	85%	82%	87%	Writing	75%	78%	85%	Mathematics	84%	83%	86%		Reading		Writing		Mathematics			Below	At/ Above	Below	At/ Above	Below	At/ Above	Maori 2023	30% (22)	70% (52)	33% (25)	67% (49)	19% (14)	81% (60)	Maori 2024	18% (14)	82% (63)	22% (17)	78% (60)	22% (17)	78% (60)	Pacifica 2023	30% (9)	70% (14)	40% (8)	60% (12)	40% (8)	60% (12)	Pacifica 2024	50% (6)	50% (6)	50% (6)	50% (6)	58% (8)	42% (4)	<div>Strategies as listed above.</div> <div>Literacy summary</div> <div><ul style="list-style-type: none">Tasks is the learning- focus on differentiating independent learning tasksConsistent implementation of the CodeUse of Helen Walls programme across the schoolProfessional learning in structured literacy. Year s 1-2 use structured literacy as part of their programmeY3-6 Structured literacy used as an intervention</div> <div>Next Steps</div> <div>Reading</div> <div><ul style="list-style-type: none">Teachers to become aware of new expectations, and implement and assess these.Target student strategies for those students who are achieving below and have attendance concerns.Continue training staff in structured literacy</div> <div>Writing</div> <div><ul style="list-style-type: none">Teachers to become aware of new expectations, and implement and assess these.</div>
	at/ Above 2022 %	at/ Above 2023 %	at/ Above 2024 %																																																									
Reading	85%	82%	87%																																																									
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	<p>Further details available on Achievement and Intervention Report</p>	<ul style="list-style-type: none">● Target student strategies for those students who are achieving below and have attendance concerns. <p>Mathematics Summary</p> <ul style="list-style-type: none">● Learner First Professional Learning for 3 year has brought greater consistency of strategies taught across the school <p>Next Steps</p> <ul style="list-style-type: none">● Teachers to become aware of new expectations, and implement and assess these.● Target student strategies for those students who are achieving below and have attendance concerns.● Use of numicon as an intervention for those below expectations in Years 1-4● Implement assessment tools as part of Learner First PLD <p>SUMMARY NEXT STEPS FOR 2025</p> <ul style="list-style-type: none">● Monitor that the Code is carried out consistently● Ensure that teachers are confidently teaching the new expectations in the Literacy and Mathematics curriculum● Ensure tasks are linked to Achievement Objectives and are differentiated (the task is the learning) to meet the diverse needs of students in class and that AI is used as a tool along with SOLO to do this.
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		<ul style="list-style-type: none">● Continue to explore strategies to tackle moderate and irregular attendance ie these students become target students where teachers meet parents and children each term to set goals and monitor progress● Relationship Based Learning matrix which focuses on consistent teacher practices across the school including feedback and feedforward. Feedback and feedforward are identified by Bishop(2021) and Hattie(2009) as main determiners of student achievement so this will be a major focus.● <u>Priority Learners including Māori and Pasifika</u> All students achieving below and well below will continue to be monitored through data meetings and DP/AP oversight to provide resourcing if available. Support will be provided to students either through support for the teacher in the development of plans, programmes and or a group intervention provided. Target student strategies for those students who are achieving below and have attendance concerns.	
All teachers implement	AI is used safely and responsibly by teachers and students with particular	The decision was not to use AI with students as many platforms are R13.	AI applications are fit for purpose , reliable and that

<p>guidelines for the use of AI</p> <p>Implement student guidelines for the use of AI</p> <p>Baseline Data: Some teachers using some AI some of the time. Guidance given on using AI for reporting. Teachers looked at ethics, risks and opportunities identified</p>	<p>attention paid to the use of supporting planning, differentiation, assessment and reporting.</p>	<p>Guidelines are written and referred to for teaching and updated.</p> <p>Professional development undertaken in Term 3.</p> <p>AI is used by teachers to plan across the curriculum, differentiate learning tasks, and write report comments.</p> <p>Different platforms are being utilised.</p> <p>Workshop on how staff use AI for their teaching shared with whānau in November.</p> <p>Denise</p>	<p>privacy is respected while in use.</p>
<p>Common Practice Strategies/Relation-Based Learning</p> <p>Baseline Data: Variable implementation of STKW common practice Strategies.</p> 	<p>Student learning occurs as a consequence of improvements in the level of content knowledge, teaching skills and engagement.</p> <p>“task predict performance” .Tasks set for students must target the practising of or reinforcing learning.</p>	<p>Common practice model used consistently across the school in literacy and maths</p> <p>Aspects of RBL incorporated in class teaching eg feedback. RBL is part of all teacher PGC</p> <p>Impact coaching training is being undertaken by six of the leadership team.</p> <p>There is a greater knowledge by all staff of the relational and discursive pedagogies.</p> <p>Shifts in thinking and greater awareness of deficit thinking and a process developed to check each other as professionals.</p>	<p>CPM implemented using RBL across the school as evidenced by observation using Instructional Rounds</p>

		<p>Rōpū leaders' understanding of Bishop's work increased due to coaching and professional reading.</p> <p><i>Impact coaching will be implemented 2025</i></p>	
SHIFTS IN PRACTICE	From		To
	<p>Using STKW Common Practice Strategies to new MOE Model Varied assessments across the school.</p> <p>Tasks that don't meet learning objectives or at a lower learning level</p>		<p>Following the MoE Common Practice Model consistency across the school</p> <p>Higher order independent learning tasks based on SOLO and Blooms taxonomy</p>
Continue to Increase opportunities in the Arts - particularly music	<p>IMPACT</p> <p>Music Group numbers</p>	<p>IMPACT:</p> <p>Increase in Kahukura Choir numbers but most other figures except for itinerant ukulele, have remained the same</p> <p>A review undertaken in the Creatives in October 2024 shows the programme is valued by staff, tamariki and whanau.</p> <p>Increased opportunities are hindered by space.</p> <p>Hip-hop a new programme</p> <p>Music</p> <p>Mōkihi - singing included in Kapa Haka weekly throughout the year and in weekly singing sessions in term 4. Specific music instruction included in learning in term 4.</p> <p>Kōtahi - regular opportunities for music experiences and learning, particularly within Arts and Investigation Learning, and singing across the curriculum.</p>	

Group	Number of Students 2023 As of 6/9/2023	Number of Students 2024 As of 12/11/2024
Waka Tētē Choir - Term 1/2	73 total • 25 (Year 5) • 48 (Year 6)	97 total • 50 (Year 5) • 47 (Year 6)
Waka Tētē Choir - Term 3/4	49 total • 19 (Year 5) • 30 (Year 6)	43 total • 19 (Year 6) • 24 (Year 5)
Waka Kōpapa Choir	71 total • 41 (Year 3) • 30 (Year 4)	51 total with a mix of year 3 and 4 students
Waka Mōkihi Choir	Compulsory for all Year 2 students	Singing takes place in class and at Kapa Haka sessions
Ukelele Orchestra	35 total • 6 (Year 2) • 11 (Year 3) • 10 (Year 4) • 4 (Year 5) • 4 (Year 6)	36 total • 3 (Year 1) • 4 (Year 2) • 12 (Year 3) • 7 (Year 4) • 10 (Year 5)
Ukelele Itinerant Lesson	31 total • 2 (N/E) • 8 (Year 1) • 18 (Year 2) • 3 (Year 3)	8 total • 6 (Year 1) • 2 (Year 2)
Keyboard Itinerant Lesson	14 total • 1 (Year 1) • 2 (Year 2) • 2 (Year 3) • 2 (Year 4) • 3 (Year 5) • 4 (Year 6)	18 total • 3 (Year 1) • 2 (Year 2) • 3 (Year 3) • 4 (Year 4) • 3 (Year 5) • 3 (Year 6)

Outcomes

Music outcomes must be targeted in all class/ ropu plans with students given weekly opportunities to engage

Music integrated across the curriculum

Kōpapa

Music integrated across our creatives sessions with Sam. Choir weekly. Arts rotation in Terms 2 and 3 weekly

This included drumming and rhythm and dance Due to this being an 'options' rotation, not all students participated in instrumental music

Tētē

Choir children - Kahura festival and Christchurch schools music festival

Non-choir children: Digital music, rhythm and notation reading, music room

Due to time restraints, the children who are in choir do not give the full music programme.

Goal Two: *Ensure an orderly learning environment so tamariki can flourish and succeed.*

NELPs:

Initiative	Outcomes 2024	IMPACTs	Key Measures of Success
<p>Behaviour /student management strategies consistently implemented across the school</p> <p><i>Baseline Data:</i></p>	<p>Teachers consistently implement the strategies.</p> <p>Incidents of inappropriate behaviour reduce</p>	<p>Strong evidence from Student management data that teachers are consistently implementing the consequence hierarchy</p> <p>Circle time PD</p> <p>There are less incidents of Tier Three behaviour. Included the reduction in standdowns.</p> <p>More students are supported by external professionals which has resulted in a greater number of students using medication which has resulted in improvement of their self-regulation.</p> <p>Students are demonstrating positive relationships with others</p> <p>There has been an increase in the number of learning programmes in literacy and numeracy</p> <p>Data From Wellbeing@School Survey</p>	<p>Observation and feedback using the language in the matrix. Learning and behaviour language used.</p> <p>SMS data and reports to board</p> <p>Breadth of reporting of pastoral and tracking incidents.</p>

	2023	2024
W@S Aspect	Mean Score	Mean Score
School-wide climate and practices		
Caring and collaborative school	73.90%	74.20%
Respect for culture	78.30%	77.10%
Safe school	77.60%	79.80%
Teaching and learning		
Caring teaching	74.20%	76.40%
Caring learning	77.40%	80.50%
Community partnerships		
Home-school partnerships	80.10%	81.20%
Pro-social student culture and strategies		
Prosocial student culture	68.30%	67.70%
Students' social strategies	71.90%	73.20%
Aggressive student culture		
Aggressive student culture	14.70%	16.90%

Areas of Strength- all students

Our school wants us to get on with students from different
Behaviours like hitting or bullying are not Ok at school
Teachers care about how I feel
At school I learn that it's ok to be different from other children
At school I learn what behaviour are OK and not OK

Area for Development- 9/50 students

Students have a say of what happens at school- *Year 6 student leadership programme*
At school, everyone knows what to do if someone is being bullied or hurt- *needs to be explicitly taught at Circle time*
At school I'm encouraged to share things about my culture- *Term 3 2025 diversity unit*
Teachers always behave like they would like us to behave- *teacher awareness*

Behaviour / student management is regularly shared with tamariki and Whanau so they understand the strategies used <i>Baseline data:</i>	<p>Tamariki and whānau are clear of what the behaviour management procedures are and the consequences of not following them.</p> <p>Tamariki and whānau see equity in the implementation of the procedures</p>	<p>Strong evidence from Student management data that teachers consistently implement the consequence hierarchy, including contacting whānau.</p>	<p>Regular reporting through the newsletter</p> <p>Information on website and biennially focus for feedback.</p>
Shifts in Practice	FROM		TO
	<ul style="list-style-type: none"> Lack of consistency across the school of behaviour management and engagement strategies, including those that give clear guidelines for the use of technology. Some parents do not have a clear idea of what the policies and procedures and therefore see it as “unfair” 		<ul style="list-style-type: none"> Teachers consistently implementing behaviour management strategies Policies and practices clear to whanau.
Improve attendance <i>Baseline Data:</i> See below	<p>We meet 2024 MoE targets for all groups of children but in particular for Māori and Pasifika</p>	<p>Attendance continues to be variable due to sickness and overseas holidays.</p> <p>Greater involvement of external help for those who are chronologically absent.</p>	<p>Improved attendance to meet targets.</p>

Shifts in Data	From			To
	2023 - 1 Jan - 12 Dec			

Date Range	Sun 1st Jan 2023 TO Sun 12th Nov 2023							
	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	261	66	103	26	20	5	9	2
Female	121	64	53	28	12	6	3	2
Male	140	69	50	25	8	4	6	3
Pākehā	186	69	69	26	10	4	5	2
Māori	33	55	18	30	6	10	3	5
Other	40	73	12	22	2	4	1	2
Pacific	2	25	4	50	2	25		

Date Range	Mon 1st Jan 2024 TO Tue 12th Nov 2024							
	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	368	71	115	22	26	5	7	1
Female	171	67	64	25	18	7	3	1
Male	197	76	51	20	8	3	4	2
Pākehā	267	78	69	20	5	1	3	1
Māori	42	55	20	26	12	16	3	4
Other	57	67	19	22	8	9	1	1
Pacific	2	20	7	70	1	10		

2024 Target

70 % 11∇

6 % 3Δ

5 % 1∇


Slight increase in regular attendance for the same period from 2023- 2024 from 66% - 71%

In 2024 Every Day Matters data shows for Term 1,2,3 that the main reasons for absences are illness and holidays. Average for 3 terms for illnesses = 59% with Term 3 being the worst with 71%
Average for three terms for holidays =21%. With term 2 when the most holidays are taken.

School is supported by the Attendance Service with the chronically absent students and an improvement noticed for this group.

Goal Three: *Celebrate diversity of the tamariki at Somerfield Te Kura Wairepo*

NELP: N3/5- Natural use of te reo & N2/3- Reduce barriers

Initiative	Outcomes 2024	IMPACT		Key Measures of Success
Increase proficiency of Te Reo  <i>Baseline date</i>	Improve assessment of te reo Increase the proficiency of te reo in teachers <i>Teachers use te reo in learning/behaviour matrix</i> <i>Students co construct te reo in the learning</i> Whanau Kura will continue again fortnightly in Term 2/3.	No progress was made in the assessment of te reo Teachers are more confident in the use of te reo due to the differentiation PLD programme. All teachers are using Te Reo within their classroom practice. Focus on te reo from the behaviour matrix has improved Co-construction of learning has been focussed on the Whānau kura. Whānau kura term 2 and 3. There are interruptions to this programme.		<i>Use of WALTs and tracked</i> <i>Numbers of teachers participating</i>
SHIFTS IN PRACTICE	FROM		TO	
	A small number of staff with te reo proficiency		Increase in the number of staff with te reo proficiency	
Professional learning for teachers to gain a greater understanding of other areas of diversity eg neurodiversity and gender	Greater awareness by staff of different diversity and how to ensure inclusion of these groups .	The majority of teachers have a greater understanding of neurodiversity after PLD session. Gender diversity PLD not covered in 2024		Teachers

Celebration of Somerfield Te Kura Wairepo diverse cultures	Acknowledge, value and celebrate the diversity of all our tamariki	Rōpū activities Tētē - programmes of learning represent different cultures. For example in reading, the texts represent a wide range of cultures. Children share family events are weekly updates. Mōkihi - celebration of different cultures included in diversity learning, particularly in term 1. Children are encouraged to share their own cultures and language in class. Variety of texts in the reading programme include a range of cultures. Kōpapa Variety of texts used within reading programmes - Intentional choice of diversity within journal articles etc that specifically relate to class culture. Children are encouraged to share their own cultures and language in class. Languages of class members recognised and greetings etc used. Kōtahi - children can greet teachers and each other using a variety of languages. Cultural experiences are occasionally included within learning activities and are sometimes used in the development of learning programmes.	Evidence of texts, cultural celebrations in classes.
SHIFTS IN PRACTICE	FROM		TO
	Variation of practice across the ropu		Consistency of practices across ropu

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ACHIEVEMENT AND INTERVENTION REPORT END OF YEAR 2024

END OF YEAR 2024 ACHIEVEMENT REPORT

GOALS

- *85% of all tamariki meet expectations in foundation skills of literacy and mathematics.*
- *There is parity for Māori and Pasifika Students*

End of Year data 2022/2023/2024 Overall School Data (NON COHORT DATA)

Denotes at or above the school goal

	at/ Above 2022 %	at/ Above 2023 %	at/ Above 2024 %
Reading	85%	82%	87%
Writing	75%	78%	85%
Mathematics	84%	83%	86%

Parity

	Reading		Writing		Mathematics	
	Below	At/ Above	Below	At/ Above	Below	At/ Above
Māori 2023	30% (22)	70% (52)	33% (25)	67% (49)	19% (14)	81% (60)
Māori 2024	18% (14)	82% (63)	22% (17)	78% (60)	22% (17)	78% (60)
Pacifica 2023	30% (9)	70% (14)	40% (8)	60% (12)	40% (8)	60% (12)
Pacifica 2024	50% (6)	50% (6)	50% (6)	50% (6)	58% (8)	42% (4)

School target met in each curriculum area

Priority students did not achieve parity

Analysis of the 2024 parity data for Reading, Writing, and Mathematics, with comparisons to previous years:

Overall Trends

1. Schoolwide Achievement:
 - Achievement levels for all students are improving across subjects:
 - Reading: Increased from 85% (2022) to 87% (2024).
 - Writing: Improved significantly from 75% (2022) to 85% (2024).
 - Mathematics: Rose from 84% (2022) to 86% (2024).
2. Equity Concerns Between Groups:
 - While Māori students show positive trends, Pacific students experienced significant declines in performance across all subjects, indicating disparities in achievement.

Māori Student Trends

1. Positive Growth in Reading:
 - Māori students achieving *At and Above* increased from 70% (2023) to 82% (2024).
 - The proportion of Māori students *Below* decreased from 30% to 18%, a notable improvement.
2. Writing Improvement:
 - Māori students achieving *At and Above* rose from 67% (2023) to 78% (2024), with *Below* reducing from 33% to 22%.
3. Stable Mathematics Results:
 - Achievement levels stayed consistent at 78% *At and Above*, with no significant change in the percentage *Below* (19% in 2023 to 22% in 2024).

Pacific Student Trends

1. Significant Declines Across All Subjects:
 - Reading: The percentage *At and Above* dropped drastically from 70% (2023) to 50% (2024), while those *Below* increased from 30% to 50%.
 - Writing: A similar trend, with *At and Above* falling from 60% (2023) to 50% (2024), and *Below* rising from 40% to 50%.
 - Mathematics: The largest decline, with *At and Above* dropping from 60% (2023) to 42% (2024) and *Below* increasing from 40% to 58%.
2. Widening Disparities:
 - The gap between Māori and Pacific students is growing, especially in Reading and Mathematics, where Pacific students now significantly underperform compared to Māori peers.

Key Patterns

1. Improvements in Māori Achievement:
 - Across all three subjects, Māori students show steady progress, especially in Reading and Writing.
 - This suggests effective targeted interventions or teaching strategies supporting Māori learners.
2. Declining Outcomes for Pacific Students:
 - Pacific students have experienced substantial drops in performance in all areas, with *Below* percentages nearly doubling in some cases (e.g., Reading and Mathematics).
 - These declines indicate potential barriers or challenges specific to Pacific learners, which require urgent attention.
3. Reading as the Strongest Area:
 - Both Māori and Pacific students historically perform better in Reading compared to Writing and Mathematics. However, Pacific students' recent decline in Reading now positions it on par with their Writing performance.

Cohort Data- Reading, Writing and Maths 2024

The data within this report serves as a valuable tool to assess and celebrate the progress of our tamariki. By delving into the intricacies of reading, writing, and maths data, we gain insight into the effectiveness of our teaching strategies, identify areas for improvement, and highlight the successes that contribute to the academic excellence of Somerfield Te Kura Wairepo.

Our commitment to fostering a supportive and enriching learning environment is evident in the achievements outlined in this report. As we navigate the new NZ curriculum, this data will guide our efforts to enhance the educational experience for every student. It is a testament to our school community's collaborative spirit and shared vision.

The first table shows the reading, writing and maths whole school achievement at Somerfield Te Kura Wairepo for 2024 including year levels, and ethnicity of the whole school to date.

The cohort data compares the same group of children as they move from one year to the next.

READING 2024

Well Below	Below	At	Above	At and Above
2.5%	10.7%	71.7%	15.1%	87%

Year-to-Year Comparison Data

	2019	2020	2021	2022	2023	2024
At and Above	76%	83%	80%	85%	82%	87%
Below and Well below	24%	17%	20%	15%	18%	13%

Breakdown Data 2024

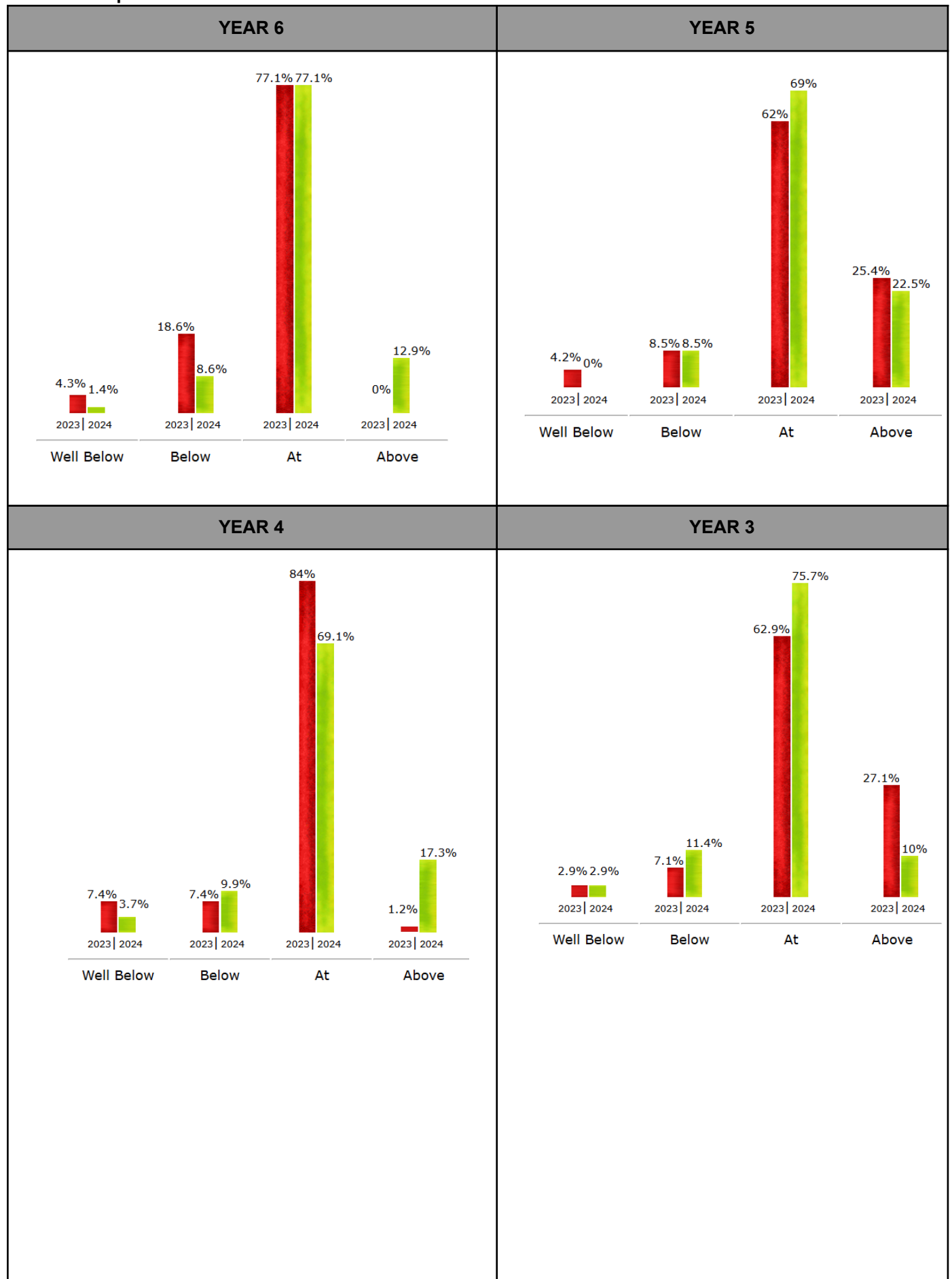
	Well Below	Below	At	Above	At and Above
Y0	0	9% (4)	89% (40)	2% (1)	91%
Y1	1% (1)	15% (13)	73% (64)	11% (10)	84%
Y2	3% (2)	11% (7)	58% (38)	28% (18)	86%
Y3	5% (4)	12% (9)	74% (57)	9% (7)	83%
Y4	5% (4)	10% (9)	69% (60)	16% (14)	85%
Y5	0	8% (6)	70% (53)	22% (17)	92%
Y6	3% (2)	9% (7)	74% (57)	14% (11)	89%
Total	2.5% (13)	10.7% (55)	71.7% 369	15.1% 78	87%

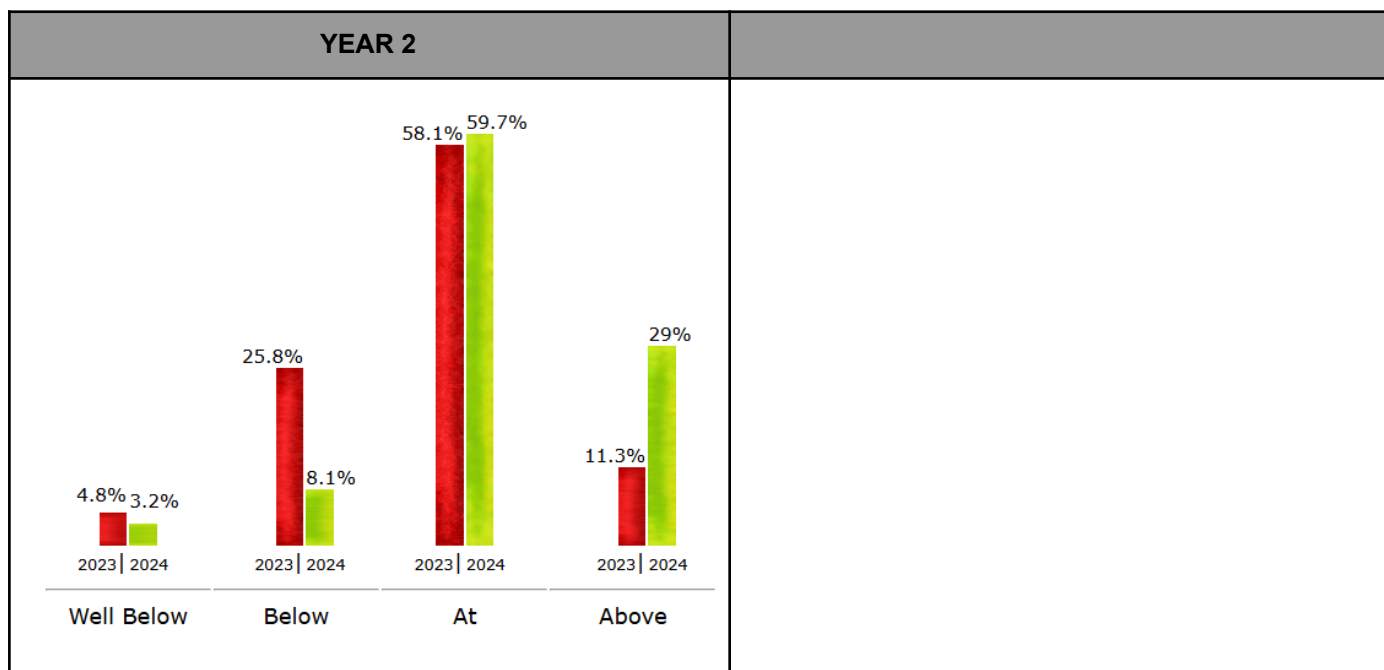
Priority Learners

	Well Below	Below	At	Above	At and Above
Māori	5% (4)	13% (10)	73% (56)	9% (7)	82%
Pasifika		50% (60)	50% (6)		50%

	Well Below Below	At Above
Māori	18% (14)	82% (63)
Pasifika	50% (6)	50% (6)

Cohort Comparison- End of Year 2023-2024





Analysis

- The percentage of students achieving *At and Above* has steadily increased over the years, rising from 76% in 2019 to 87% in 2024, showing consistent progress.
- The percentage of students in the *Below and Well Below* categories has decreased from 24% in 2019 to 13% in 2024, reflecting improved outcomes for lower-performing students.
- High Proportion of Students Meeting Expectations:
- In 2024, 87% of students are achieving at or above the expected level in reading, with 15.1% Above and 71.7% At. This is a strong overall performance

Strengths

- All but two Year levels achieved the school goals and the other two levels were 1 or 2 % points within the goals.
- Fewer students in the well below to at and above.
- Improvement in Reading results for Māori
- Structured literacy now seems to be impacting achievement
- The “ task is the learning ” is providing a strong framework to support student achievement because it is linked closely to the achievement objects and focuses on comprehension, critical thinking and word analysis across all levels, particularly Y3 -6.
- Our teachers have expertise in explicit teaching
- Professional development and ongoing support from AP have helped focus teachers on the specific learning needed.

Areas for focus

- Continue to embed “the task is the learning” and the differentiation of tasks
- Māori and Pasifika students who are below and well below become the teacher's target students

WRITING 2024

Well Below	Below	At	Above	At and Above
1.6%	14.4%	79.8%	4.3%	85%

Year to Year Comparison data

	2019	2020	2021	2022	2023	2024
At and Above	73%	79%	68%	75%	78%	85%
Below and Well below	27%	21%	32%	25%	22%	15%

Year level breakdown

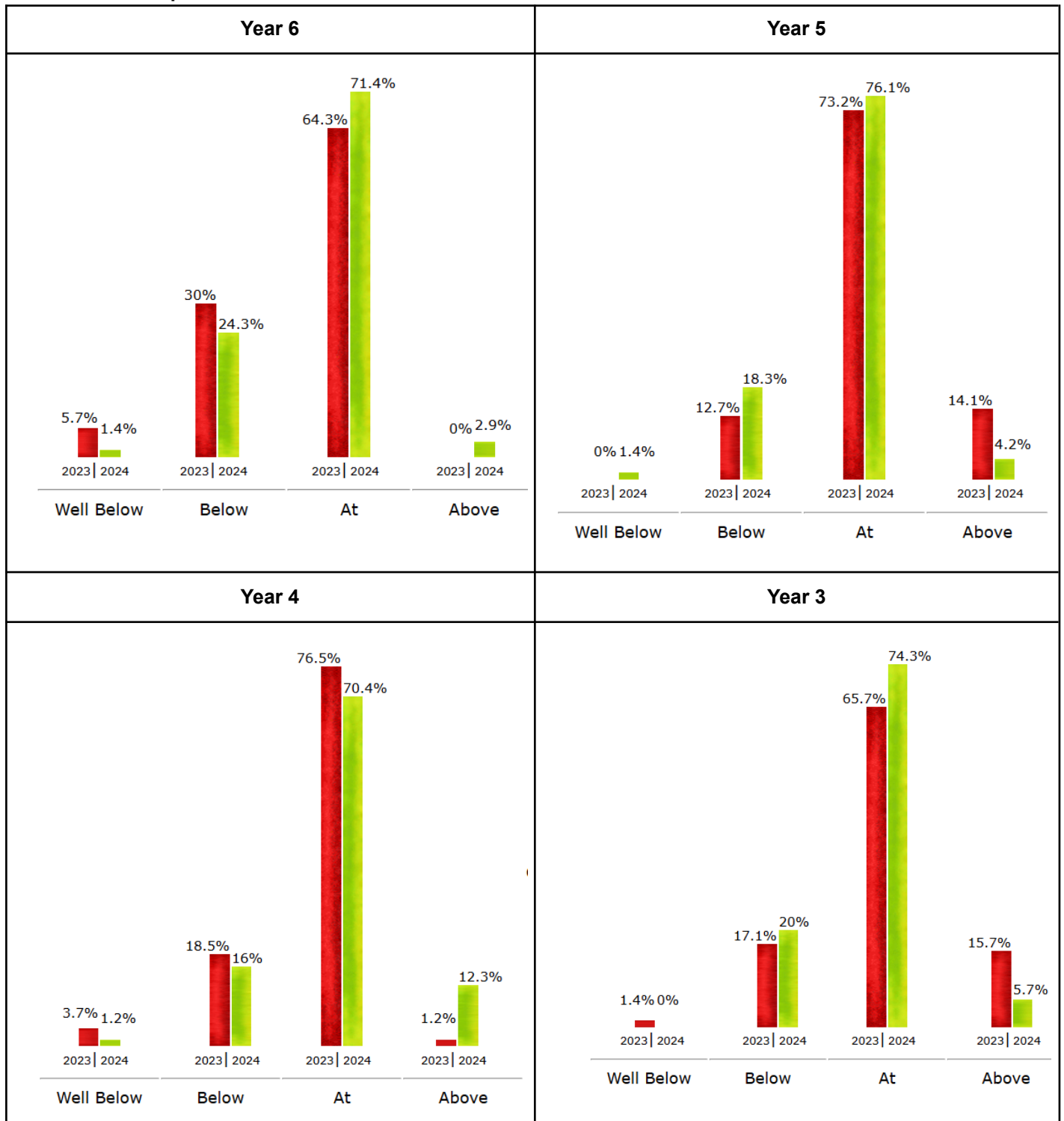
	Well Below	Below	At	Above	At and Above
Y0			100% (45)		100%
Y1		8% (7)	92% (81)		92%
Y2	3% (2)	6% (4)	88% (57)	3% (2)	91%
Y3	1% (1)	21% (16)	73% (56)	5% (4)	78%
Y4	2% (2)	16% (14)	70% (61)	11% (10)	81%
Y5	1% (1)	18% (14)	75% (57)	5% (4)	80%
Y6	3% (2)	25% (19)	70% (54)	3% (2)	73%
Total Pupils	1.6% (8)	14.4% (74)	79.8% (411)	4.3% (22)	84%

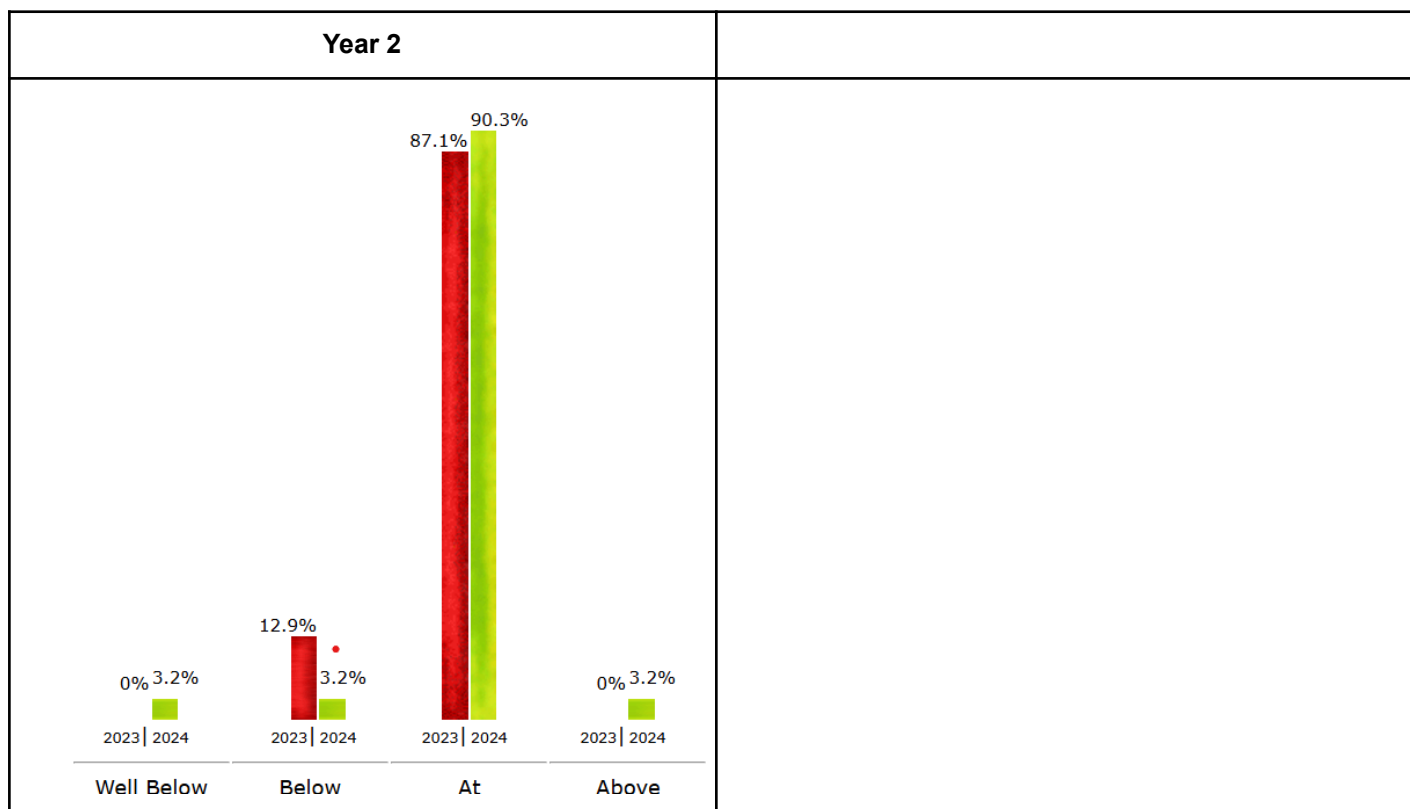
Priority Learner

	Well Below	Below	At	Above	At and Above
Māori	3% (2)	20% (15)	75% (58)	3% (2)	78%
Pasifika		50% (6)	50% (6)		50%

	Well Below Below	At Above	Total
Māori	22% (17)	78% (60)	77
Pasifika	50% (6)	50% (6)	12

Cohort Comparison- End of Year 2023-2024





Analysis

Overall Trends

- Improvement in At and Above: The most striking trend is the significant increase in the percentage of students writing "At and Above" expectations from 2023 to 2024. This is a positive indicator of overall writing improvement.
- Decrease in Below and Well Below: Conversely, there is a notable decrease in the percentage of students writing "Below" and "Well Below" expectations. This suggests a reduction in lower-level writing performance.
- Fluctuations in At and Above: The percentage of students writing "At and Above" has fluctuated over the years. While it increased in 2024, it was lower in previous years.
- The percentage of students writing "Below" and "Well Below" has decreased
- YO and Y1: These year levels show a consistent trend of high performance, with most students writing "At and Above."
- Y2 to Y6: In these year levels, there is a noticeable improvement in writing performance from 2023 to 2024, especially in the "At and Above" category.

Strengths

- There has been a relentless focus on writing throughout the school. We have followed a programme by Helen Walls, who helped develop the new curriculum.
- Year 4's have made significant progress. This is our biggest cohort and the one with the most complex needs. They have had extra support because of this.
- The Code is well embedded into class programmes and handwriting. Teachers are aware of the importance of handwriting to cognitive functioning.
- Improvement in writing data for Māori due to the Māori intervention group taught by AP. This was a trial group combining Helen Walls strategies and Relation-Based Learning (RBL), which has had an impact.

Areas for focus-

- Year 3 and above will have new expectations in the new curriculum, and this will impact next year's results as teachers come to terms with these.
- Māori and Pasifika students who are below and well below become the teacher's target students

MATHEMATICS

Year level breakdown

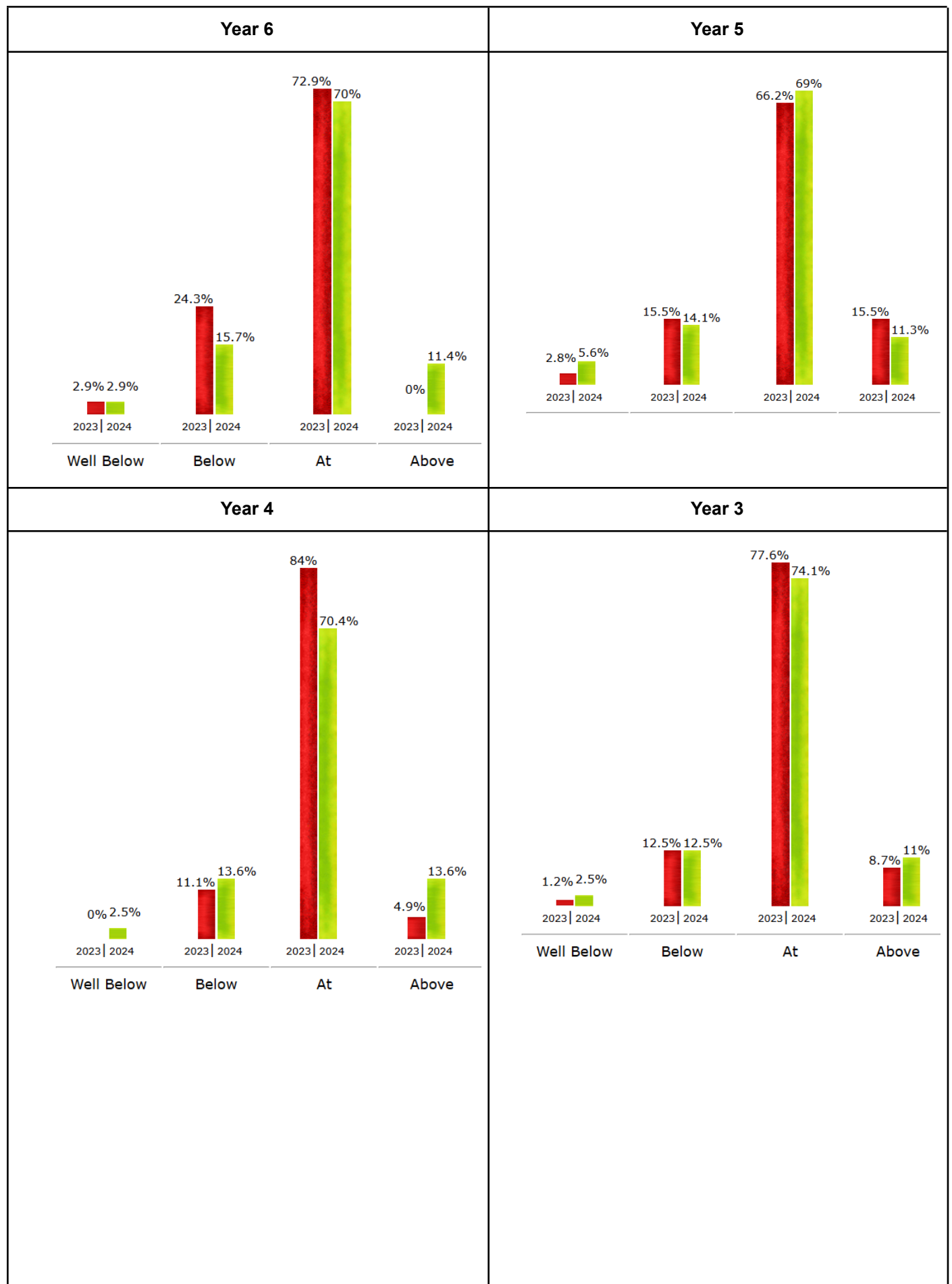
	Well Below	Below	At	Above	At and Above
Y0			100% (45)		100%
Y1		6% (5)	89% (78)	6% (5)	95%
Y2	3% (2)	11% (7)	78% (51)	8% (5)	86%
Y3	1% (1)	14% (11)	74% (57)	10% (8)	84%
Y4	3% (3)	13% (11)	71% (62)	13% (11)	84%
Y5	5% (4)	14% (11)	70% (53)	11% (8)	81%
Y6	3% (2)	18% (14)	65% (50)	14% (11)	79%
Total	2% (12)	11% (59)	77% (396)	9% (48)	86%

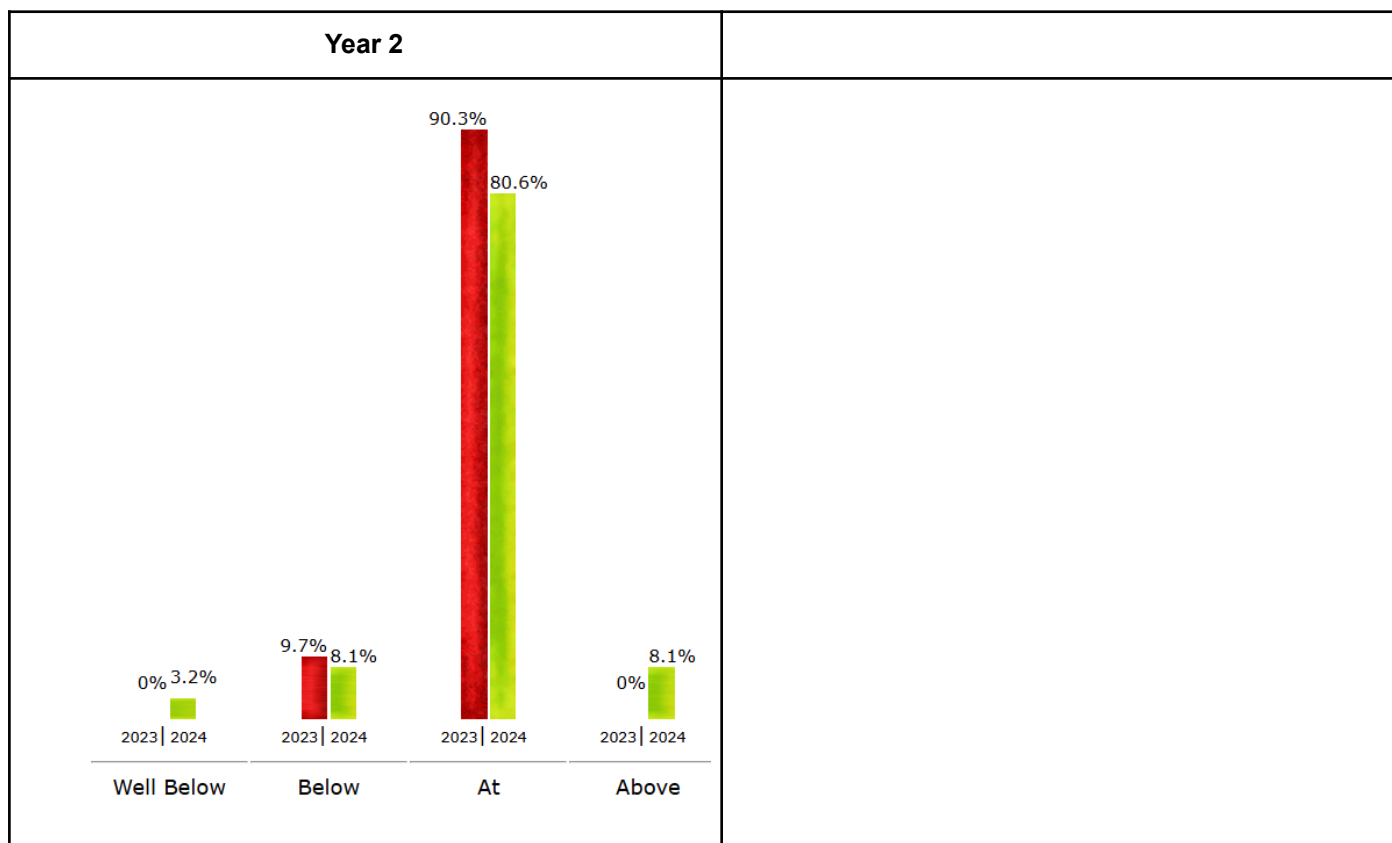
Priority Learners

	Well Below	Below	At	Above	At and Above
Māori	5% (4)	17% (13)	75% (58)	3% (2)	78%
Pasifika	14 (2)	43%(5)	43% (5)	0	43%

	Well Below	Below	At	Above	Total
Māori	22% (17)		78% (60)		(77)
Pasifika	58% (7)		42% (5)		(12)

Cohort Comparison- End of Year 2023-2024





Overall Trends

1. High Overall Achievement:

- 86% of students across all year levels are performing "At and Above," which is a strong indicator of success.
- Only 2% (12 students) are "Well Below," showing that very few students are significantly struggling.
- By Year 2, the percentage is 86%
- Both Year 3 and Year 4 have 84% of students "At and Above," with a small but notable percentage (1–3%) "Well Below."
- The "Below" category increases (14% in Year 3 and 13% in Year 4), signaling that more students are at risk of falling behind in these years.
- Years 5 and 6 show the lowest percentages of students "At and Above" (81% and 79%, respectively).
- The "Well Below" category increases slightly (5% in Year 5, 3% in Year 6), along with a rise in "Below" (14% and 18%), indicating the need for targeted intervention in senior years.

Strengths

- Years 0,1,2 are all achieving at or above school goals and Years 3,4,5 in the '80s.
- Years 4 and 6 have made considerable shifts. These classes have looped.
- Consistency of practice across the school due to participation in the Learner First Mathematics with Kahukura
- Five intervention groups using Numicon have been implemented in Years 2,4, and 5

Areas for focus

- Numicon intervention to continue to focus on Māori/ Pasifika but attendance for this group is significant.
- Māori and Pasifika students who are below and well below become the teacher's target students
- Continue to differentiate and use material

ATTENDANCE

Student attendance targets for regular attendance, moderate absence and chronic absence.			
Measure Ministry targets	2024 Target	2026 Target	Today
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	70 % 4∇	75 % 9∇	66%
Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	6 % 1∇	4 % 1Δ	5%
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5 % 2∇	3 % 0∇	3%
∇ is the % BELOW the target Δ is the % ABOVE the target (For this year so far)			

Year to date	Wed 31st Jan 2024 TO Mon 25th Nov 2024							
	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	368	71	119	23	25	5	6	1
Female	171	66	67	26	17	7	3	1
Male	197	76	52	20	8	3	3	1
Pākehā	268	77	70	20	6	2	2	1
Māori	40	52	24	31	10	13	3	4
Other	57	67	19	22	8	9	1	1
Pacific	3	30	6	60	1	10		

Note:

Māori and Pacific attendance is below that of the Pākehā cohort and the 70% target government. See below

Pākehā - 77% **target met**

Māori - 52% **target not met**

Pacific - 30% (3 students) **target not met**

This year we have had increased service from the Attendance Service, particularly for the chronically absent.

In 2025 we are looking to embark on a programme to tackle those students who are not chronic but are in the 78-82% regular attendance band.

NEXT STEPS FOR 2025

- In general, we need to monitor that the Code is carried out consistently
- Ensure that teachers are confidently teaching the new expectations in the Literacy and Mathematics curriculum
- Ensure tasks are linked to Achievement Objectives and are differentiated (the task is the learning) to meet the diverse needs of students in the class and that AI is used as a tool along with SOLO to do this.
- Continue to explore strategies to tackle moderate and irregular attendance ie these students become target students where teachers meet parents and children each term to set goals and monitor progress

Mathematics

- Teachers to become aware of new expectations and implement and assess these.
- Target student strategies for those students who are achieving below and have attendance concerns.

- Use of numicon as an intervention for those below expectations in Years 1-4
- Implement assessment tools as part of Learner First PLD

Reading

- Teachers to become aware of new expectations, and implement and assess these.
- Target student strategies for those students who are achieving below and have attendance concerns.
- Continue training staff in structured literacy

Writing

- Teachers to become aware of new expectations, and implement and assess these.
- Target student strategies for those students who are achieving below and have attendance concerns.

Priority Learners including Māori and Pasifika

All students achieving below and well below will continue to be monitored through data meetings and DP/AP oversight to provide resourcing if available. Support will be provided to students either through support for the teacher in the development of plans, programmes and or a group intervention provided. Target student strategies for those students who are achieving below and have attendance concerns.

Kellie Englefield and Nicky Horne met mid year to analyse achievement data, particularly focused on our priority students. Decisions were made to include them in learning interventions in Terms 3 and 4.

- 15 NZM students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 NZM students received **two** learning interventions - literacy and numeracy
- 8 NZP students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 NZP students received **two** learning interventions - literacy and numeracy

General

Relationship Based Learning matrix which focuses on consistent teacher practices across the school including feedback and feedforward. Feedback and feedforward are identified by Bishop(2021) and Hattie(2009) as the main determiners of student achievement so this will be a major focus.

SUMMARY

As we conclude the academic year 2024, it is encouraging to note that our school has made significant strides in the foundational skills of literacy and mathematics.

Overall, 85% of our tamariki are meeting expectations in these areas, reflecting a commitment to academic excellence. However, while the school-wide data shows improvement, it is essential to address the disparities in achievement among our Māori and Pasifika students.

Our staff are to be congratulated for ensuring consistent systems known to improve outcomes are implemented across the school. These take time to embed. These include The Code, differentiating learning tasks to meet the needs of diverse learners and Relation Based Learning (RBL) Strategies such as high expectations and feedback strategies.

Other RBL Strategies that are highly evident to ensure greater student engagement are classes having a more orderly culture. After several years of significant behaviour needs impacting teacher time and other student learning it is noticeable how focused teachers are on learning without the constant distractions of highly disrupted behaviour. Teachers are more confident and consistently implement the school behaviour matrix. Student's voice clearly articulates that the orderly environment helps their learning.

Teachers will need to ensure they understand and implement the new expectations at different levels of the school in literacy and Mathematics. Bishop identifies, “knowing what learners need to learn” as one of the important pedagogies that determine student outcomes.

Attendance continues to significantly impact some students' learning. We are working closely with the Attendance Service to ensure children attend school and access the curriculum. Re-introducing “target students” where teachers and whānau meet each term to set and review goals may help the students where poor attendance is impacting their learning.

It is also of note that over the years many new students who enrol are below or well below, this has increased as the dynamics in the community have changed.

Currently, a high number of Māori students are supported with learning interventions. Selection into these interventions is predicated on whether they attend regularly.

Neurodiverse students in our classes have continued to grow. There is greater teacher awareness after professional development and the use of strategies to support these learners. It is complex work for us and our supporting professionals.

The introduction of the Equity Index and the increased funding allocation was supposed to be a positive step, intended to address long-standing inequities across schools. Yet, as it stands, the Equity Index algorithm does not adequately capture the realities of all school contexts and ours is one, and as a result, critical funding gaps persist. This is particularly noticeable for us at Somerfield te Kura Wairepo. We have a high equity number but an increasing number of neurodiversity students who do not attract funding in many cases. Other discrepancies such as extra funding for Kahui Ako, Learning Support coordinators for some, but not all schools and Special Needs allocation are creating a cycle of inequity that is challenging to break and for schools such as ours to navigate. Our pastoral systems certainly have some impact but the lack of resources for learning programmes continues to frustrate us.

Our pastoral, no-barriers approach, continues to help tamariki engage in their learning. This approach includes providing uniforms, there has been a marked increase in supplying whānau with second-hand uniforms. We also supply stationery when needed. Food security is a greater need for some of our whānau this year so we supply breakfast and lunches when needed and are now supported by the charity, Full Bellies. The milo club at the beginning of the day ensures children start the day in class more regulated. Mentors, funded by the Board continue to provide support for tamariki and whānau.

Our Deputy and Assistant Principal work together with staff to monitor individual students and provide support for staff across the school with programmes for individuals, and groups and to ensure quality teaching practices.

Our staff are to be congratulated for their work this year introducing a number of new strategies to improve learning outcomes. As always they focussed on the prize, which is learning.

The majority of tamariki Somerfield Te Kura Wairepo continue to flourish and thrive.

Kellie Englefield
Denise Torrey
Nicky Horne

END OF YEAR 2024 INTERVENTION REPORT

IN SCHOOL INTERVENTIONS Terms 3 and 4 (interventions funded by the school)

In 2024 we have funded a larger number of learning interventions to support our learners than in 2023 as students' behaviour has been more settled across the school.

While we do receive some funding from RTLB, MOE and Oranga Tamariki we need to add our funding due to the complexity of students' learning, communication challenges and behaviour. This supports teachers and all students within the class and across our school.

The funding from RTLB and MOE often comes in the form of teacher release. This is used to provide professional development for teachers and to plan how best to meet the needs of these complex students.

Year 2 Learning Interventions

1. **Literacy group** - focus on handwriting and The Code. Overall improvement in confidence, correct formation of letters and recall of 'Heart Words'. Students used visuals and materials to aid understanding.
 - 4 students
 - 1 student supported by Resource Teacher: Learning and Behaviour
 - 1 student supported by Speech Language Therapist
 - Ethnicities - 2 NZE, 1 NZM, 1 Pasifika
2. **Numicon group** - focus on addition and subtraction with equipment to 10, recognising patterns to 5 - improved understanding of concept knowledge. Attendance affected the progress of this group.
 - 4 students
 - 1 student supported by Speech Language Therapist
 - Ethnicities - 2 NZE, 1 NZM, 1 Pasifika

Year 3 and 4 Learning Intervention - Terms 3 and 4

1. **Writing group - taught by Kellie Englefield Assistant Principal**
Focus on Helen Walls writing and RBL including: writing and editing two sentences, letter formation.
 - 4 students - all NZM Year 3, 1 Pasifika
 - 4 students - 3 NZM, Year 4
 - 1 students has In Class Support funding (MOE - year)
 - 1 ESOL student
2. **Individualised learning programmes - literacy**
 - 3 students
 - Ethnicities 1 NZE, 1 NZM, 1 Pasifika

Year 4 Learning Intervention - Terms 3 and 4

1. **Numicon groups**
Focus on Number from NZ Mathematics Curriculum. Improvement noted across all groups. Differentiated tasks using Numicon and materials ('hands on' maths equipment)
 - 11 students - 3 groups at different levels
 - 1 student supported by Ministry of Education psychologist
 - 1 student has In Class Support funding (MOE - year)
 - Ethnicities - 6 NZE, 4 NZM, 1 Pasifika
2. **Reading** - Structured Literacy focus
 - 1 student supported by Resource Teacher: Literacy (NZE)
 - Other students benefitted by this intervention

Year 5 Learning Interventions

1. **Writing group** - focus on handwriting, and The Code. Improved letter formation and ability to accurately record two sentences at a time. Improved attitude and focus. Lack of attendance affected two students in particular.
 - 4 students
 - 1 student has In Class Support funding (MOE - year)
 - Ethnicities - 1 NZE, 1 NZM, 2 Pasifika
2. **Numicon group** - 2 groups.
Focus on Number from NZ Mathematics Curriculum. Improvement noted across all groups. Differentiated tasks using Numicon and materials ('hands on' maths equipment)
 - 9 students
 - 1 student supported by Speech Language Therapist
 - Ethnicities - 3 NZE, 2 NZM, 3 Pasifika, 1 Middle East

Year 6 Learning Interventions

1. **Writing group** - focus on handwriting, and The Code. Improved letter formation and ability to accurately record two sentences at a time. Improved attitude and focus. Lack of attendance affected two students in particular.
 - 3 students
 - Ethnicities - 2 NZE, 1 NZM

English as an Additional Language (EAL)

- Students who meet the MOE criteria for ESOL support are taught by one of our TA's. Students are often in groups to maximise the resource. Younger students are withdrawn from classes, the TA supports older students in class.
 - We currently have 29 students who qualify for ESOL support.

SUMMARY - Priority students

Kellie Englefield and Nicky Horne met mid year to analyse achievement data, particularly focused on our priority students. Decisions were made to include them in learning interventions in Terms 3 and 4.

- 15 NZM students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 NZM students received **two** learning interventions - literacy and numeracy
- 8 Pasifika students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 Pasifika students received **two** learning interventions - literacy and numeracy

WELLBEING 2024

Pastoral Support

Teachers complete a document identifying students in their class who may need support. These students come to the teachers' attention for various reasons, eg, whānau concerns, food/clothing, behaviour, and emotional difficulties. Students are identified by teachers using a tiered system that prioritises those who need to be discussed at the Pastoral Meeting. Rōpū Leaders meet with the SENCo twice a term to discuss and make decisions about students that teachers have identified may need external support.

Attendance is also discussed at this meeting.

In conjunction with teachers, the SENCo is responsible for coordinating external referrals which may include: Methodist Mission, Mana Ake, Attendance Services, and Child and Family Services.

We continue to prioritise the highest needs and let our whanau know that our Methodist Mission interventions will, on average, last one term. Occasionally, students are supported longer than this when the need is greater, this is agreed on by the SENCo and kaimahi (Staff member).

Methodist Mission:

The school contracts one Student Mentor and one Social Worker to support our tamariki and their whanau. The Social Worker works for a full day per week and, the student mentor for half a day per week.

Students are referred by the SENCo who ensures whānau know in most cases this will be for 10 weeks only. At times the individualised service may extend beyond this guideline by mutual agreement between the worker and SENCo.

23 students have benefitted from this service in 2024.

- 7 students NZM

Mana Ake:

6 individual students have been referred for 1-1 mentoring.

3 parents have accessed a one-off phone call with a kaimahi - 'drop in' system. They have been given support and guidance for the challenges they are facing with their children.

12 students attended a four-week transition programme to Christchurch South Karamata Intermediate involving weekly sessions at the Intermediate.

Parenting Workshops - two parenting workshops were run in 2025.

1. Calm and Connected: Nurturing Emotional Regulation in Children - facilitated by three Mana Ake kaimahi
2. Supporting tamariki to manage worries - run as a workshop facilitated by Liz Riley (Team Leader Mana Ake) and Nicky Horne (Deputy Principal)

Pastoral Care

This year our Rōpū Leaders have met twice a term to discuss how best to support students and whanau with appropriate interventions. From that meeting, we have referred students/whānau to external agencies for support. We organise Pastoral Care following a Tier system as outlined below.

The number of active cases in our Pastoral Care Register are:

	Tier 3 Highest need Individual support	Tier 2 Group support	Tier 1 Universal support
Kōtahi	3	5	15
Mōkihi	3	2	10
Kōpapa	6	14	16
Tētē	1	16	11
Total	13	37	52

In Summary:

The students who have the highest need (Tier 3) are supported by a number of external agencies including: Oranga Tamariki, Ministry of Education - Behaviour, Communication, Resource Teacher: Learning and Behaviour, Child and Family Services, Mentoring Support.

Externally Funded Interventions

1. Ministry of Education

Twelve students have received support from the Ministry of Education - one student receives both services.

Speech and Language <ul style="list-style-type: none">• Individual - 9• Ethnicities - 5 NZE, 3 NZM, 1 Pasifika
Behaviour <ul style="list-style-type: none">• Individual - 2

<ul style="list-style-type: none"> • Ethnicities - 1 NZE, 1 NZM
Ongoing Resourcing Scheme <ul style="list-style-type: none"> • Individual - 1 • Ethnicity - NZM
In Class Support - This initiative supports students with significant learning needs by funding a Teacher Aide to support these students in class for 4 hours a week for 4 terms. 3 students have received this support throughout the year in literacy and numeracy and have made pleasing gains in all areas. <ul style="list-style-type: none"> • Individual - 3 • Ethnicities - 2 NZE, 1 NZM

2. Resource Teachers Learning and Behaviour

Behaviour
<ul style="list-style-type: none"> • Individual - 4 • Ethnicities - 2 NZE, 1 NZM, 1 African
Learning
<ul style="list-style-type: none"> • Individual - 2 • Ethnicities - 2 NZM
Systems - Circle Time PLD

3. Resource Teacher: Literacy

- 2 students and teachers
- 1 student Year 2 NZE; 1 student Year 4 NZE

4. EAL - English as an Additional Language

Our EALL roll has grown slightly during 2024. In August, 27 students qualified for EAL support.

It's clear our individual and group sessions are helping our students. Many who start with us needing extra support eventually catch up and don't need funding anymore.

NE-Year 3 students are often withdrawn from classes to maximise the resources. Older students are supported within the class literacy programme where practicable.

5. Oranga Tamariki

Oranga Tamariki funded four students to support their learning and behaviour. This funding is used to support students' relationships with others and their focus. Our teacher aides work alongside them in the classroom.

MOE Funding 2024

Income

MOE - ICS - \$11,700

MOE - BEH - \$3,900

MOE - BEH Teacher Release - \$0

MOE - Teacher Release (RTLb) - \$652.16

MOE - ESOL - \$19,500

MOE - ORS - \$9,603.96

MOE - Other - \$36,137.16

- LLI - \$6005

- IRF - \$1200
- Oranga Tamariki - \$28,532.16
- RTLB - \$400

2024 - Total: \$81,493.28

2023 - Total: \$78,930

2022 - Total: \$131,519.93

2021 - Total: \$100,900

Ops Grant Funding - Equity - Support for Inclusion

2024 - Total: \$52,138.68

2023 - Total: \$46,786.80

2022 - Total: \$50,706.03

2021 - Total: \$49,558.25

Other funding from pay equity

2024 TOTAL Income: \$72,290.92 (estimate)

2023 TOTAL Income: \$181,122.45

2022 TOTAL Income: \$182,225.96

2021 TOTAL Income 2021: \$150,463.25

Expenses

Learning Support - \$85,061.56 (estimate)

Social Worker - \$27,000

Special Needs Expenses - \$819.98

2024 TOTAL Expenses : \$212,881.54 Deficit 2024: (\$6,958.66)

2023 TOTAL Expenses : \$244,593 Deficit 2023: \$63,470.55

2022 TOTAL Expenses : \$238,133 Deficit: \$55,907.04

2021 TOTAL Expenses : \$181,787 Deficit: \$31,323.75

In Summary:

Our Learning Support team has implemented a higher number of learning interventions across identified Year groups. These interventions are implemented in conjunction with the teacher who oversees the Teacher Aide.

Attendance of our Māori and Pasifika learners affected their progress across interventions compared to other students.

We have a process in place that follows up on individual student attendance including teacher contact with whānau and leadership follow-up with whānau.

We continue to apply and request funding to support our students who meet the criteria for funding and support. This is necessary and time-consuming. When we support our vulnerable students, all students benefit across the school.

The hope is to continue learning interventions in 2025, focusing on students who are currently 'below' expected levels in literacy and numeracy where possible.

Nicky Horne
DP/SENCO



Somerfield Te Kura Wairepo

Next review: Term 1 2027

Te Tiriti o Waitangi

This policy refers to **Te Tiriti o Waitangi** rather than **The Treaty of Waitangi** to align with the Education and Training Act 2020.

Somerfield Te Kura Wairepo acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**

We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

- **Article 2: Rangatiratanga | Māori self-determination**

We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

- **Article 3: Ōritetanga | Equity**

We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

- **Te Ritenga | Spiritual and religious freedom**

We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo

Māori

- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

Engaging with mana whenua

Somerfield Te Kura Wairepo is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See [School Community Engagement Policy](#).

Strategic planning

Strategic planning at Somerfield Te Kura Wairepo underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.

See [School Planning and Reporting](#).


As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See [Māori Educational Achievement](#).

School programmes

Somerfield Te Kura Wairepo aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori

(Education and Training Act, s 5.4 and s 127). Somerfield Te Kura Wairepo works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our Somerfield Te Kura Wairepo curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum or Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See [Ka Hikitia Ka Hāpaitia](#)  (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See [Curriculum and Student Achievement Policy](#).

Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Somerfield Te Kura Wairepo regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See [Māori Educational Achievement](#) and [Learning Support](#).


Related topics

- [Board Responsibilities](#)
- [School Community Engagement Policy](#)
- [School Planning and Reporting](#)
- [Māori Educational Achievement](#)
- [Inclusive School Culture](#)

Legislation

- Education and Training Act 2020
- Treaty of Waitangi Act 1975 (Schedule 1)

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [The Education and Training Act 2020: Te Tiriti o Waitangi](#) 

SchoolsDocs wishes to acknowledge Janelle Riki-Waaka (Tainui Awhiro, Ngāti Hauiti), Kaihautū of Riki Consultancy Ltd, who has supported the SchoolDocs team through the process of reviewing and updating this policy, as well as providing expert advice on the content it contains. He mihi ka tika ki a Janelle mō tōna mahi āwhina ki a mātou.

Release history: [Term 3 2024](#), [Term 4 2022](#), [Term 4 2020](#)

Last review	Term 1 2024
Topic type	Core



Somerfield Te Kura Wairepo

Next review: Term 3 2026

Māori Educational Achievement

The board of Somerfield Te Kura Wairepo is responsible for supporting Māori educational achievement. We are guided by the following objectives under the Education and Training Act (s 127):

- ensuring that every student is able to attain their highest possible standard in educational achievement
- giving effect to te Tiriti o Waitangi by:
 - working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - achieving equitable outcomes for ākonga Māori.

See [Board Responsibilities](#) and [Te Tiriti o Waitangi](#).

Planning for Māori educational achievement

Our responsibilities under the National Education Learning Priorities (NELP) include:

- having high aspirations for every student (Objective 1, Priority 2)
- reducing barriers to educational opportunities (Objective 2).

Somerfield Te Kura Wairepo works to meet these responsibilities by partnering with whānau to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. We engage with parents and whānau to identify barriers that may prevent students from accessing, participating in, or remaining engaged in schooling, and we work to address any barriers.

We aim to build strong relationships with whānau, hapū, and iwi.

Our strategic planning reflects the identities, needs, and aspirations of our school community, and addresses how we support students whose needs have not yet been well met. We regularly review our progress towards achieving equitable outcomes, as set out in our strategic plan. We are accountable and responsive to the needs of our students and community through regular reporting and review. See [School Planning and Reporting](#).

Somerfield Te Kura Wairepo is guided by **Ka Hikitia Ka Hāpaitia: The Māori Education Strategy** to support ākonga Māori to achieve educational success as Māori in the context of te ao Māori, Aotearoa, and the wider world. We work with other agencies in support of this goal, including the Ministry of Education, Education Review Office, and Teaching Council of Aotearoa New Zealand. See [Ka Hikitia Ka Hāpaitia](#) 

Teaching and leadership

Our teaching and leadership practices promote achievement, inclusion, and equity. We

ensure that the school is a physically and emotionally safe place and we work to eliminate racism, discrimination, and stigma.

Our teaching and leadership supports equitable outcomes by:

- incorporating te reo Māori, mātauranga Māori, and tikanga Māori into teaching and the day-to-day life of our school
- demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture
- affirming ākonga Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi
- monitoring achievement to provide support (including learning support) or extension programmes as required
- supporting staff to access appropriate professional development.

We recognise the relationship between achievement and wellbeing, and support students in the wellbeing areas of taha tinana (physical), taha hinengaro (mental/emotional), taha whānau (social/family), and taha wairua (spiritual) as important outcomes of schooling alongside academic success.

Somerfield Te Kura Wairepo also supports ākonga Māori achievement by:

- carrying out regular consultation with the school's Māori community to develop policies, plans, and targets for improving the achievement of Māori students
 - this includes holding a whānau hui twice a year
- ensuring every teacher, in collaborative teams, is aware of who our Māori students are and will work collaboratively to ensure that progress is being made
- identifying Māori students in team profiles, and tracking their achievements through the regular collection of achievement data, identification of next steps, and collaborative planning of strategies to reach these steps
- ensuring teams identify and use evidence based strategies that are known to meet the needs of Māori students e.g. Tuakeina teina, co-operative language creating and doing
- implementing a consistent, schoolwide te reo Māori and tikanga Māori programme in all classrooms by team whānau hui
- recognising different learning styles therefore teachers use a variety of strategies, with a focus on creating and doing
- promoting tikanga Māori across the school by the employment of a staff member who has expertise in this area
- developing a kapa haka group to perform at the Kahukura and Cultural Festival
- resourcing teacher release time to take kapa haka
- providing extension te reo/tikanga classes to Māori students in the first instance
- resourcing teacher release time to teach extension te reo
- providing an ongoing programme of professional development for staff in te reo and tikanga
 - this will be provided by staff and external providers
- ensuring the school community understand Te Mauri o Somerfield
- participating in the Māori Achievements Collaboratives (MAC) – as part of our cluster initiatives.

This policy aligns with **NELP** Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.

Related topics

- [Board Responsibilities](#)
- [Te Tiriti o Waitangi](#)
- [School Planning and Reporting](#)
- [Inclusive School Culture](#)
- [Learning Support](#)
- [Professional Development](#)
- [Supporting Student Wellbeing](#)

Legislation

- Education and Training Act 2020
- Education (School Planning and Reporting) Regulations 2023

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga:
 - [School planning and reporting: Te Whakangārahu Ngātahi | Planning Together for Ākonga Success](#) 
 - [Ka Hikitia – Ka Hāpaitia](#) 
 - [Te Mātaiaho: The refreshed NZ curriculum](#) 
- Teaching Council of Aotearoa New Zealand: [Tātaiako: cultural competencies for teachers of Māori learners](#) 
- TKI | Te Kete Ipurangi: [Supporting ākonga Māori](#) 

Last review	Term 3 2023
Topic type	Customised



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?

To meet our obligations, Somerfield Te Kura Wairepo takes a number of steps, including:

- Conducting regular risk assessments to identify potential hazards and take steps to mitigate them.
- Providing appropriate training and supervision to employees to ensure they can perform their jobs safely.
- Providing appropriate personal protective equipment (PPE) when necessary.
- Maintaining equipment and machinery to ensure they are safe to use.
- Ensuring that the workplace is clean and well-maintained.
- Encouraging employees to report any hazards or safety concerns they encounter.
- A Health & Safety Committee meets twice per term and reports back to the Board with a summary of identified incidents and accidents.

What is in your equal employment opportunities programme?

How have you been fulfilling this programme?

Somerfield Te Kura Wairepo's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.

Through School Docs we have an EEO policy that emphasises Somerfield Te Kura Wairepo's commitment to fairness and equal opportunities.

The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.

We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.

All employees have equal opportunities for advancement.

How do you practise impartial selection of suitably qualified persons for appointment?

Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.

We use objective and standardized assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.

We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.

Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.

We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.

Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications. This makes it challenging for the diversity in our workforce to reflect our student population.</p> <p>We meet at least once a year with our whānau Māori to understand the aims and aspirations of our Māori community, and to identify their education needs. This is generally done with face to face hui. Whānau are also invited to attend the 1:1 conferences with their children's kaiako. This happens twice a year.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support. We provide reo Māori PD to each of our full time and part time kaiako.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, and courses. These are both externally facilitated and drawing on the knowledge and expertise of our existing staff.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches. We have begun training our rōpū leaders as Impact Coaches, using the Teaching to the North East framework.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through social activities, collaborative planning, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, resourcing and support.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offer flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We work with any of our staff to accommodate their disabilities. This might include accessible work spaces or providing a sign language interpreter and we work with individuals to meet their needs.</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?	✓ For the Principal	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ The Principal	
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?	✓	

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$7,676.04.

The funding was spent entirely on subsidising swimming lessons for all students, including bus transport to and from the pool for 2024.