



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	3354
Principal:	Christine Murphy
School Address:	1 Jetty Road, Governors Bay, 8971
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

TE KURA O ŌHINETAHI - GOVERNORS BAY

Annual Financial Statements - For the year ended 31 December 2024

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Te Kura o Ōhinetahi - Governors Bay

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.

Sally-Ann Fitzhardinge

Full Name of Presiding Member

Signed by:



03F5759A237F757B

Signature of Presiding Member

29/05/2025

Date:

Christine Murphy

Full Name of Principal

Signed by:



6FB1098A51F4B2C8

Signature of Principal

29/05/2025

Date:

Te Kura o Ōhinetahi - Governors Bay

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Sally-Ann Fitzhardinge	Presiding Member	Elected	Aug 2025
Meagan Kelly	Principal	ex Officio	Jan 2025
Christine Murphy	Principal	ex Officio	
Glen Naysmith	Parent Representative	Elected	Aug 2025
Annie Collins	Parent Representative	Elected	Aug 2025
Ruth Stevens	Staff Representative	Elected	Aug 2025
Callum Arnold	Parent Representative	Co-opted	Aug 2025

Te Kura o Ōhinetahi - Governors Bay

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,241,357	1,019,675	1,133,493
Locally Raised Funds	3	77,199	50,234	78,660
Interest		4,633	500	2,554
Total Revenue		1,323,189	1,070,409	1,214,707
Expense				
Locally Raised Funds	3	35,454	30,239	38,819
Learning Resources	4	950,745	741,272	875,919
Administration	5	97,170	82,711	82,482
Interest		854	-	348
Property	6	237,490	221,501	248,866
Loss on Disposal of Property, Plant and Equipment		7,420	-	-
Total Expense		1,329,133	1,075,723	1,246,434
Net (Deficit) for the year		(5,944)	(5,314)	(31,727)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(5,944)	(5,314)	(31,727)

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

Te Kura o Ōhinetahi - Governors Bay

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		201,072	201,072	232,799
Total comprehensive revenue and expense for the year		(5,944)	(5,314)	(31,727)
Contribution - Furniture and Equipment Grant		12,015	-	-
Equity at 31 December		207,143	195,758	201,072
Accumulated comprehensive revenue and expense		207,143	195,758	201,072
Equity at 31 December		207,143	195,758	201,072

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.

Te Kura o Ōhinetahi - Governors Bay

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	39,941	66,420	48,225
Accounts Receivable	8	79,860	64,091	64,091
GST Receivable		3,495	1,587	1,587
Prepayments		7,957	2,745	2,745
Investments	9	53,042	50,000	50,000
Funds Receivable for Capital Works Projects	15	6,193	-	-
		190,488	184,843	166,648
Current Liabilities				
Accounts Payable	11	108,221	84,989	84,989
Revenue Received in Advance	12	547	7,247	7,247
Finance Lease Liability	14	7,170	3,789	3,789
		115,938	96,025	96,025
Working Capital Surplus		74,550	88,818	70,623
Non-current Assets				
Property, Plant and Equipment	10	163,415	153,670	168,750
		163,415	153,670	168,750
Non-current Liabilities				
Provision for Cyclical Maintenance	13	22,311	41,001	32,572
Finance Lease Liability	14	8,511	5,729	5,729
		30,822	46,730	38,301
Net Assets		207,143	195,758	201,072
Equity		207,143	195,758	201,072

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

Te Kura o Ōhinetahi - Governors Bay

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		283,505	276,377	293,799
Locally Raised Funds		75,137	50,234	85,831
Goods and Services Tax (net)		(1,908)	-	(5,769)
Payments to Employees		(212,474)	(168,350)	(218,388)
Payments to Suppliers		(152,397)	(139,066)	(133,903)
Interest Paid		(854)	-	(348)
Interest Received		4,632	500	2,150
Net cash (to)/from Operating Activities		(4,359)	19,695	23,372
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(8,302)	(1,500)	(5,290)
Purchase of Investments		(3,042)	-	(50,000)
Net cash (to) Investing Activities		(11,344)	(1,500)	(55,290)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,015	-	-
Finance Lease Payments		(4,596)	-	(2,679)
Net cash from/(to) Financing Activities		7,419	-	(2,679)
Net (decrease)/increase in cash and cash equivalents		(8,284)	18,195	(34,597)
Cash and cash equivalents at the beginning of the year	7	48,225	48,225	82,822
Cash and cash equivalents at the end of the year	7	39,941	66,420	48,225

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.

Te Kura o Ōhinetahi - Governors Bay

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Te Kura o Ōhinetahi - Governors Bay (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 20b.

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 are depreciated over their estimated useful lives 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	2-5% Diminishing value
Furniture and Equipment	6.67-10% Diminishing value
Information and Communication Technology	20% Diminishing value
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 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 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.

1.15. 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.

1.16. Financial Instruments

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

The School's financial liabilities comprise accounts payable, 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.

1.17. 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.

1.18. Budget Figures

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

1.19. Services received in-kind

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

2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	291,305	279,300	295,269
Teachers' Salaries Grants	749,243	575,545	664,212
Use of Land and Buildings Grants	198,894	164,830	172,639
Other Government Grants	1,915	-	1,373
	<u>1,241,357</u>	<u>1,019,675</u>	<u>1,133,493</u>

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	15,874	15,000	32,049
Fees for Extra Curricular Activities	19,375	14,950	22,137
Trading	7,101	6,300	9,099
Fundraising and Community Grants	8,443	-	-
Other Revenue	26,406	13,984	15,375
	<u>77,199</u>	<u>50,234</u>	<u>78,660</u>
Expenses			
Extra Curricular Activities Costs	22,887	20,139	24,889
Trading	4,941	5,600	6,972
Fundraising and Community Grant Costs	7,626	4,500	6,958
	<u>35,454</u>	<u>30,239</u>	<u>38,819</u>
<i>Surplus for the year Locally raised funds</i>	<u>41,745</u>	<u>19,995</u>	<u>39,841</u>

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	14,933	10,133	13,729
Information and Communication Technology	3,876	5,745	5,110
Employee Benefits - Salaries	909,137	700,234	833,818
Other Learning Resources	216	300	994
Staff Development	3,595	5,000	4,181
Depreciation	18,988	19,860	18,087
	<u>950,745</u>	<u>741,272</u>	<u>875,919</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	8,656	5,513	5,513
Board Fees and Expenses	3,805	3,810	3,172
Operating Leases	4,526	4,800	4,623
Other Administration Expenses	15,762	17,992	10,468
Employee Benefits - Salaries	60,347	46,584	52,630
Insurance	1,187	1,342	1,252
Service Providers, Contractors and Consultancy	2,887	2,670	4,824
	<u>97,170</u>	<u>82,711</u>	<u>82,482</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	18,159	14,378	15,541
Cyclical Maintenance	4,585	8,429	8,429
Adjustment to the Provision- Other Adjustments	(14,846)	-	24,143
Heat, Light and Water	9,316	10,310	7,292
Rates	3,804	3,940	3,582
Repairs and Maintenance	9,610	10,114	7,726
Use of Land and Buildings	198,894	164,830	172,639
Other Property Expenses	7,968	9,500	9,514
	<u>237,490</u>	<u>221,501</u>	<u>248,866</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	39,941	66,420	48,225
Cash and Cash Equivalents for Statement of Cash Flows	<u>39,941</u>	<u>66,420</u>	<u>48,225</u>

Of the \$39,941 Cash and Cash Equivalents, \$547 of Other Revenue in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	374	-	-
Receivables from the Ministry of Education	3,006	3,919	3,919
Interest Receivable	405	404	404
Teacher Salaries Grant Receivable	76,075	59,768	59,768
	<u>79,860</u>	<u>64,091</u>	<u>64,091</u>
Receivables from Exchange Transactions	779	404	404
Receivables from Non-Exchange Transactions	79,081	63,687	63,687
	<u>79,860</u>	<u>64,091</u>	<u>64,091</u>

9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	53,042	50,000	50,000
Total Investments	<u>53,042</u>	<u>50,000</u>	<u>50,000</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	57,301	-	-	-	(1,972)	55,329
Furniture and Equipment	80,237	7,586	(6,458)	-	(6,060)	75,305
Information and Communication Technology	16,352	715	(265)	-	(3,364)	13,438
Leased Assets	9,804	12,771	-	-	(7,047)	15,528
Library Resources	5,056	-	(696)	-	(545)	3,815
Balance at 31 December 2024	168,750	21,072	(7,419)	-	(18,988)	163,415

The net carrying value of furniture and equipment held under a finance lease is \$15,528 (2023: \$9,804)

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	118,274	(62,945)	55,329	118,274	(60,973)	57,301
Furniture and Equipment	129,323	(54,018)	75,305	158,018	(77,781)	80,237
Information and Communication Technology	63,742	(50,304)	13,438	71,309	(54,957)	16,352
Leased Assets	26,002	(10,474)	15,528	17,241	(7,437)	9,804
Library Resources	24,302	(20,487)	3,815	28,184	(23,128)	5,056
Balance at 31 December	361,643	(198,228)	163,415	393,026	(224,276)	168,750

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	9,550	9,853	9,853
Accruals	6,656	3,913	3,913
Banking Staffing Overuse	-	2,923	2,923
Employee Entitlements - Salaries	91,804	67,032	67,032
Employee Entitlements - Leave Accrual	211	1,268	1,268
	108,221	84,989	84,989
Payables for Exchange Transactions	108,221	84,989	84,989
	108,221	84,989	84,989

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	-	5,012	5,012
Other Revenue in Advance	547	2,235	2,235
	547	7,247	7,247

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	32,572	32,572	-
Increase to the Provision During the Year	4,585	8,429	8,429
Other Adjustments	(14,846)	-	24,143
Provision at the End of the Year	22,311	41,001	32,572
Cyclical Maintenance - Non current	22,311	41,001	32,572
	22,311	41,001	32,572

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 which has been prepared by a Ministry Engaged Consultant.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No later than one year	7,870	4,031	4,031
Later than One Year	8,850	5,831	5,831
Future Finance Charges	(1,039)	(344)	(344)
	15,681	9,518	9,518
Represented by:			
Finance lease liability - Current	7,170	3,789	3,789
Finance lease liability - Non-current	8,511	5,729	5,729
	15,681	9,518	9,518

15. 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 \$
Stormwater Drainage Expense - 252535	-	-	(6,193)	-	(6,193)
Totals	-	-	(6,193)	-	(6,193)

Represented by:

Funds Receivable from the Ministry of Education (6,193)

16. 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.

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Team Leaders.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,360	2,010
<i>Leadership Team</i>		
Remuneration	371,992	338,936
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	374,352	340,946

There are 5 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	140 - 150	120 - 130
Benefits and Other Emoluments	4 - 5	3 - 4
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	2.00	-
110 - 120	1.00	1.00
	3.00	1.00

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

18. 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	-	-

19. 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.

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$60,200 (2023:\$nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
Outdoor Learning Space - 252536	60,200
Total	60,200

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

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

(Operating commitments at 31 December 2023: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	39,941	66,420	48,225
Receivables	79,860	64,091	64,091
Investments - Term Deposits	53,042	50,000	50,000
Total Financial assets measured at amortised cost	<u>172,843</u>	<u>180,511</u>	<u>162,316</u>

Financial liabilities measured at amortised cost

Payables	108,221	84,989	84,989
Finance Leases	15,681	9,518	9,518
Total Financial liabilities measured at amortised Cost	<u>123,902</u>	<u>94,507</u>	<u>94,507</u>

22. Events After Balance Date

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

23. 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 TE KURA O ŌHINETAHI - GOVERNORS BAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Te Kura O Ōhinetahi - Governors Bay 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 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for our 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, Statement Of Variance, Analysis Of Achievement (End Of Year 2024), Report on Effect To Te Tiriti O Waitangi, Statement Of Compliance Employer Responsibility Policy 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

HONOURING OUR RESPONSIBILITIES AS TREATY PARTNERS

GIVING EFFECT TO TE TIRITI O WAITANGI

As a kura in Aotearoa NZ, we work alongside our local iwi and hapu in order to improve in our roles as participants, partners and protectors of the rights under Te Tiriti o Waitangi. To support this mahi, we will use the guiding principles of the following key resource documents to support effective practice across our school: Ka Hikitia - Accelerating Success Strategy 2013-2017, Pasifika Education Plan 2013-2017, Tapasa 2018, Tātaiako, ERO's report "Educationally Powerful Connections with Parents and Whanau" - Nov 2015 and Hautū - Māori Cultural Responsiveness Self Review Tool.

The School Board engaged with professional development through NZSTA, completing the *Giving Effect to Te Tiriti o Waitangi Part 1* in 2023. This knowledge and kaupapa underpinned the community consultation that was conducted by the Board to inform our strategic planning for 2024 - 2025.

Daily, practical ways that we honour te ao, te reo and tikanga Māori are:

- We consider and include the perspective of te ao Māori when designing learning programmes
- We start and finish our classroom day and hui with karakia
- We use karakia mō te kai
- We are developing the use of tikanga Māori as part of assemblies and ceremonies (working towards mihi whakatau at school)
- We use Māori kupu daily and as part of our normal language
- We were guided by Mātauraka Mahaanui in our naming of spaces and plans for future development
- We work with Koia te Mātauraka on the Ngāi Tahu Indicators of Success
- The Board of Trustees promote and resource a commitment to te reo and tikanga Māori
- We are building the relationship with Ngāti Wheke through regular engagement and communication
- We are committed to the ongoing development of staff capabilities in te reo and tikanga Māori
- We set and track achievement outcomes for our ākonga Māori
- We build our awareness of cultural bias and how we influence all ākonga with our attitudes and actions

Governors Bay School

Kiwisport Funding 2024

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, Governors Bay School received total Kiwi Sport funding of \$ 1380.48 (excluding GST).

This funding was spent on ribbons for awards and extra equipment for the sport boxes.

The number of students that participated in organised sport was 91.

Regards

RK Baynes

Rebecca Baynes

STATEMENT OF COMPLIANCE

EMPLOYER RESPONSIBILITY POLICY

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>Te Kura o Ōhinetahi Governors Bay School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</i></p> <p><i>The board:</i></p> <ul style="list-style-type: none"> • <i>takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees</i> • <i>considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements</i> • <i>ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest</i> • <i>promotes high levels of staff performance through:</i> <ul style="list-style-type: none"> • <i>performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)</i> • <i>acknowledgement of staff achievements</i> • <i>salary units and classroom release time.</i> • <i>deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.</i>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Te Kura o Ōhinetahi – Governors Bay School staff.</i></p> <p><i>Our EEO programme may include:</i></p>

	<ul style="list-style-type: none"> • developing a policy statement and establishing objectives • appointing an EEO representative • consulting with staff to hear any concerns • creating an employee database (with informed consent for any EEO data collected) • encouraging staff to participate in training and career development • programme monitoring through staff meetings and board reports • reviewing employment and personnel policies and processes. <p><i>Te Kura o Ōhinetahi – Governors Bay School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>Te Kura o Ōhinetahi – Governors Bay School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</i></p> <p><i>Our appointment process meets the requirements of the Children's Act 2014.</i></p> <p><i>The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.</i></p> <p><i>We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.</i></p>
How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> • Professional learning and training • Support and mentoring programmes • Professional Growth Cycle and appraisal programmes • Training for specific skills i.e restraint training
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • Creating an environment where their unique skills and experiences are recognised and celebrated • Have consideration of those who are parents and providing supports in place of those who need it
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> • Have consideration of those with disabilities and providing supports of those who need it

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?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES Via Appointment procedure	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES Via School Docs review	
Does your EEO programme/policy set priorities and objectives?		NO

STATEMENT OF VARIANCE

School Board Vision	Strategic Priorities	Statement of Variance
<p>1. Our kura and its people are inclusive</p> <p><i>Ākonga are curious, confident, open to challenge and have a strong sense of identity.</i></p>	<p>A. Our school values are strong, evident and understood by all.</p>	<p>The school signage and branding project was completed in 2024, and a walkthrough of the school sees our school values evident in each space.</p> <p>Our values are referenced at each assembly, our school certificates are based on these and they feature in our everyday language around how we do things at Te Kura o Ōhinetahi</p> <p>Both our website and information for new parents brochure support the induction of our school values.</p> <p>Student and whānau surveys about the values were held in Terms 1 and 3.</p>
	<p>B. We maintain a culture of inclusivity and strive to understand ourselves and others better.</p>	<p>We conduct proactive and regular engagement with external agencies to support inclusive practices and share examples of teaching practice change in response to reflection.</p> <p>We have supported time to reflect on the impacts of our actions as kaimahi staff. “It takes a well-regulated adult to help a child.”</p> <p>PLD is provided internally, from the kāhui ako and by RTLB to support kaimahi staff to better understand ND and pūmanawa gifted learners.</p>

GROW with curiosity & kindness | CONNECT WITH OTHERS through kotahitanga |

CREATE CHANGE IN THE WORLD as kaitiaki

		<p>Next steps:</p> <ul style="list-style-type: none"> • Class hui/circle time could be trialled within the school to support inclusive practices. • Student leader playtime initiatives and class inquiry programmes could further promote inclusivity within learning environments and beyond.
	<p>C. The school acknowledges and respects the importance of Te Tiriti o Waitangi and actively works in partnership with mana whenua and local iwi to ensure that Māori students' cultural, educational and well-being needs are met.</p>	<p>Staff and Board use the Indicators of Success to help them gauge their current place and plan for moving through the indicators. These were reported on to the Board and the community twice in 2024.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Māori tikanga is followed universally by kaimahi, ākoka & whānau: karakia/waiata marks the beginning of each day and all hui/assemblies, mihi whakatau is facilitated to welcome newest community members.
	<p>D. We prioritise our (human, time and financial) resources to meet the varying social, emotional and academic learning needs of our ākonga, particularly for those whose needs have not yet been met.</p>	<p>Communication to whānau, to staff and between staff is timely, relevant and clear. Time is scheduled through regular meetings with kaiako as a group and staff feel supported and empowered to make a difference in the lives of their ākoka. This is followed up with staff surveys at the end of Term 1 and end of Term 3. The SLT and teams meet fortnightly. SENCO meets weekly with learning assistants and specialist staff.</p> <p>Staff hui time is used for regular discussion and reflection on planning for learning - are we meeting the needs of all of our ākoka? - and to further explore ND and pūmanawa gifted learners. In 2024, there were allocated Professional Growth Cycle lines of responsibility.</p>

		<p>Next steps:</p> <ul style="list-style-type: none"> • Kaiako & SLT use a problem-solving approach to lifting attendance rates of ākoka who are not yet attending school regularly.
<p>2. We actively connect with and protect our local environment, community and histories</p> <p><i>We acknowledge Ngāti Wheke and Kai Tahu as mana whenua.</i></p>	<p>A. We regularly engage with the people of this rohe and places that are significant to tangata whenua and subsequent settlers.</p> <p>B. We seek inspiration from our local environment and strive to leave it and the world a better place.</p>	<p>Leadership connects with Ngāti Wheke and Kōia te Mātauraka at least twice per term. The connections between learning and the local area and its histories are evident to ākoka and whānau and the learning reflects the pūrakau stories of the people and places of this rohe.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • More obvious and regular engagement with Ngāti Wheke - 1 x staff hui to Rāpaki, 1 x school visit • Planning for inquiry must include a prompt to include our local area, including one local area visit per year • Reciprocal visits with local schools, including Mihi Whakatau with Te Kura o Te Waipapa Diamond Harbour School. <p>Kaiako plan for deliberate acts of noticing and gratitude for our local environment - this is evidenced in planning and action.</p> <p>Staff are mindful of making sustainable choices - collectively and individually. There has been a focus on refusing, reducing, reusing and recycling within the school, collectively and individually. The laminating budget was compared and reduced from last year. Staff choose to repair rather than replace where possible and when cost effective.</p>

- C. Climate change knowledge and action are central to our teaching, learning and living.

Climate change learning and action is planned across the kura. The school continues to choose to engage with important climate change action projects with CCC.

Legacy projects by school leavers include an element of caring for the environment, such as soft plastic recycling and participation in Climate Change in Education programme.

Our kura regularly hosts and participates in community events that support positive climate action, i.e. Walk or Wheel to School, trap making workshops and beach clean ups.

Next steps:

- Greater engagement with Enviroschools projects, both locally and across the rohe
- Development of school-wide Enviroschools Team, led by student leaders as kaitiaki.

- D. Our community* feels a part of our school and our school is at the centre of our community.

There are regular opportunities for the community to learn about the school and to engage with staff, students and learning. Selected school events are open to the public, i.e. learning celebrations, Matariki, Whānau hui, etc. The school is also an active participant in and contributes to local community events, i.e. Governors Bay Fete, fundraising events, etc.

Next steps:

- Continue to prioritise opportunities for whānau and the wider community to visit the school and develop meaningful learning partnerships with ākoka & kaiako.

- E.** We explore the characters, histories and future of our special place. (i.e. Ōhinetahi, Whakaraupō, Rāpaki, Quail Island, Lyttelton, Diamond Harbour and the Port Hills)

Our staff seek out and engage with PLD from Ngāti Wheke and Ngāi Tahu and the connections between local and global events and issues are apparent in our planning for learning. Our ākoka enjoy their local environment (whenua | land, moana | ocean, hills, jetty) and work to protect it, in both big and little ways.

Next steps:

- While staff are familiar with and can share some of the stories | purakau of local people, histories and places, we must continue to utilise the expertise of kaiako & mana whenua, and begin to develop a local area resource that supplements our current knowledge.
- The Board and PTA will continue to work towards a more integrated outdoor learning space within and beyond the boundaries of the school

3. We are leaders in fostering curiosity, critical thinking and creativity

These are foundational skills for future-focussed learning and living.

- A.** Our kaiako are knowledgeable, skilled and responsive and ensure that every learner gains sound foundation skills in language (English, Te Reo Māori and NZSL), literacy, numeracy, science, the arts, technology and health and P.E.

Kaiako are reflective and responsive to the needs of their class and learners. They maintain an ongoing focus on improving equitable outcomes in writing and mathematics for Māori ākoka. There is a strong framework for the individual and collective learning and teaching of Te Reo Māori, both for staff and ākoka; 3 kaiako completed Level 1 Te Ahu o Te Reo Māori course in 2024. Kaiako engage with regular and deliberate PLD to support growth in knowledge and confidence in delivering foundation skills, specifically around the refreshed curriculum. Teachers have participated in Ministry-funded PLD to support their understanding of and implementation of the Mathematics & English refreshed

		<p>curriculum areas - this continues to be an ongoing piece of work as developments are made at a national level.</p> <p>Participation in Sir Angus Tait Science Teaching Enrichment Program (SAT STEP) PD throughout 2024 has informed and continues to strengthen our localised science curriculum.</p> <p>There is evidence in planning of coverage of the curriculum over two years through our Mapping Documentation.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Build upon Draft Mapping Documentation begun in 2024, including refreshed curriculum expectation & coverage. • Development of localised, whole-school structured literacy (including spelling) scope & sequence in line with refreshed English curriculum.
	<p>B. Teaching and learning promotes critical and creative thinking, problem solving and authentic contexts for learning.</p>	<p>Kaiako plan for explicit teaching to promote critical and creative thinking, as well as including problem solving challenges within each curriculum area. This has been supported by our ongoing engagement with The Learner First mathematics PD, which promotes and scaffolds a balanced learning programme, including authentic contexts for learning.</p> <p>As part of our inquiry pedagogy, we encourage learners to take opportunities for critical and creative thinking, researching, communicating, self-managing and collaborating.</p> <p>Class Target Documents monitor progress & achievement against set class target(s) at mid-year and end of the year.</p>

	<p>C. We work within the kāhui ako to ensure our teaching, learning and assessment practices are consistent, accurate and meaningful. Data, knowledge, skills and time are shared to improve progress and achievement for all ākonga.</p>	<p>Our kaiako participate in and contribute to across-kura opportunities and PLD; data, knowledge, skills and time are shared to improve progress and achievement for all ākoka.</p> <p>Our Within School Mathematics Lead sources and shares opportunities for cross-school collaboration to improve outcomes of learners. Moderation is conducted between classes and across the kāhui ako. As a result, there is increased confidence in using progress & achievement data to make informed decisions. We have participated in cluster-wide e-asttle Maths assessments, which are collated and compared across kura, to ensure good and consistent practice.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Trial Phonics Checks assessment in 2025 and begin to use school-wide DIBELS Structured literacy assessment to inform literacy planning • Continue to work with the kāhui ako to develop & implement a school-wide planning format for Mathematics.
<p>4. Our school is a safe place for our young people, both physically and emotionally.</p> <p><i>This includes effective financial planning, investment and property management.</i></p>	<p>A. The professional wellbeing of school staff is understood and supported.</p>	<p>School leadership considers the impact of their decisions around deadlines, responsibilities and expectations, while staff are encouraged and supported to find and implement personal and professional strategies to manage the feelings of stress and workload.</p> <p>Twice-yearly surveys are conducted with staff to ascertain their perception of wellbeing and there are continuous efforts</p>

to ensure the workplace is a safe place to have robust conversations around matters relating to well-being.

Access to EAP is promoted to staff.

- B.** Health and safety planning and review considers school grounds and activities, incidents and accidents, and staff and learner wellbeing.

Health and safety planning and review are conducted regularly by the appropriate people. Incidents and accident reports are reviewed by the Leadership team at least monthly and there is regular reporting to the Board about how these are managed.

In 2024, the Board supported the work of the school, PTA and MOE to develop a master site plan for future developments.

Next steps:

- In consultation with the PTA, a phased approach to the landscaping plan should be developed and adhered to.

- C.** The school operates transparently with strategic financial planning and sound accounting practices.

Financial reporting is made to the Board twice per term and the Board actively discusses and makes sound financial planning decisions for the school

The school works creatively to operate within the budget; any changes are in consultation with and approved by the Board.

- D.** The school property is managed proactively and in a timely manner.

The leadership team, assisted by members of the Board, conduct regular walkthroughs of the school site to ensure that property is managed proactively.

The school property plan is followed and reported on to the Board. Property development projects are undertaken within

the limits of the 5YA and with additional funding obtained from the Board and from fundraising efforts.

Next steps:

- Completion of stormwater drainage project & outdoor learning space (including scooter track), as first phase of master site landscaping plan.

INCLUSIVENESS

Te Kura o Ōhinetahi | Governors Bay School is a fully inclusive school where all students are welcomed and are supported to be able to take part in all aspects of school life. Diversity is respected and upheld. Through our principles we ensure all students are confident, connected, actively involved, lifelong learners and work towards this within the NZ Curriculum. Learners' identities, languages, abilities, and talents are recognised and affirmed and their learning needs are addressed.

SETTING THE SCENE: RECOGNISING DIVERSE LEARNERS

GENDER DISTRIBUTION ACROSS THE YEAR GROUPS

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	TOTAL
Female	4	3	8	8	4	7	5	2	6	47
Male	1	4	1	9	6	9	5	8	1	44
Total	5	7	9	16	10	16	10	10	7	91

NUMBER OF STUDENTS WITH LEARNING SUPPORT NEEDS (incl. ONGOING RESOURCE SCHEME, SPECIFIC LEARNING DISORDER, NEURO-DIVERSE)

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	TOTAL
Female	0	0	0	3	0	2	0	0	0	5
Male	1	0	0	3	3	5	1	0	0	13
Total	1	0	0	6	3	7	1	0	0	18

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ANALYSIS OF ACHIEVEMENT (END OF YEAR 2024) AT ŌHINETAHI: PĀNUI | READING

2024 Pānui Reading			Of Concern		Monitoring		Working At		Working Above		Working Well Above		% At or Above
	Total	%	Number	%	Number	%	Number	%	Number	%	Number	%	
All - 2024	91	100%	3	3.30%	3	3.30%	58	63.74%	25	24.47%	2	2.20%	93.41%
All - 2023	97	100%	3	3.09%	3	3.09%	62	62.89%	27	28.87%	2	2.06%	93.81%
All - 2022	94	100%	2	2.13%	4	4.26%	64	68.09%	22	23.40%	2	2.13%	93.62%
Genders													
Female	47	100%	1	2.13%	2	4.26%	27	57.45%	15	31.91%	2	4.26%	93.62%
Male	44	100%	2	4.55%	1	2.27%	31	70.45%	10	22.73%	0	0.00%	93.18%
Ethnicity (MOE Cohorts)													
NZ Māori	14	100%	2	14.29%	0	0.00%	9	64.29%	3	21.43%	0	0.00%	85.71%
Pasifika	1	100%	0	0.00%	0	0.00%	1	100%	0	0.00%	0	0.00%	100%
Classes													
Tūi	21	23.08%	0	0.00%	0	0.00%	20	95.23%	1	0.05%	0	0.00%	95.28%
Korimako	20	21.97%	1	5.00%	2	10.00%	16	80.00%	1	5.00%	0	0.00%	85.00%
Piwakawaka	23	25.27%	1	4.34%	1	4.34%	12	52.17%	9	39.13%	0	0.00%	91.30%
Kererū	27	29.67%	1	3.70%	0	0.00%	11	40.74%	14	51.85%	1	3.70%	96.29%
2024 Pānui Reading Mid- to End of Year		New or left school Progress not clear		No progress Watching		Expected progress One sub-level		Accelerated Progress 2 + sub levels		Notes/ Next steps			
Year level	Total	Number	%	Number	%	Number	%	Number	%				
Year 0	5	5	100.00%	0	0.00%	0	0.00%	0	0.00%	Less than two terms at school			

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Year 1	7	0	0.00%	0	0.00%	7	100%	0	0.00%	
Year 2	9	0	0.00%	0	0.00%	1	11.11%	8	88.89%	
Year 3	16	0	0.00%	3	18.75%	5	31.25%	8	50.00%	
Year 4	10	0	0.00%	4	40.00%	2	20.00%	4	40.00%	
Year 5	16	1	6.25%	3	18.75%	11	68.75%	1	6.25%	
Year 6	10	1	10.00%	4	40.00%	4	40.00%	1	10.00%	
Year 7	10	0	0.00%	1	10.00%	9	90.00%	0	0.00%	
Year 8	7	0	0.00%	0	0.00%	7	100%	0	0.00%	

ANALYSIS OF ACHIEVEMENT (END OF YEAR 2024) AT ŌHINETAHI: TUHITUHI | WRITING

2024 Tuhituhi Writing			Of Concern		Monitoring		Working At		Working Above		Working Well Above		% At or Above
	Total	%	Number	%	Number	%	Number	%	Number	%	Number	%	
All - 2024	91	100%	5	5.49%	8	8.79%	74	81.32%	4	4.40%	0	0.00%	85.71%
All - 2023	97	100%	4	4.12%	15	15.46%	71	73.20%	7	7.22%	0	0.00%	80.41%
All - 2022	93	100%	2	2.15%	10	10.75%	73	78.49%	5	5.38%	0	0.00%	83.87%
Genders													
Female	47	100%	2	4.26%	1	2.13%	40	85.11%	4	8.51%	0	0.00%	93.62%
Male	44	100%	3	6.82%	7	15.91%	34	77.27%	0	0.00%	0	0.00%	77.27%
Ethnicity (MOE Cohorts)													
NZ Māori	14	100%	2	14.29%	0	0.00%	11	78.57%	1	7.14%	0	0.00%	85.71%
Pasifika	1	100%	0	0.00%	0	0.00%	1	100%	0	0.00%	0	0.00%	100%
Classes													
Tūi	21	23.08%	0	0.00%	0	0.00%	20	95.24%	1	4.76%	0	0.00%	100%
Korimako	20	21.97%	2	10.00%	2	10.00%	16	80.00%	0	0.00%	0	0.00%	80.00%
Pīwakawaka	23	25.27%	1	4.34%	6	26.09%	16	69.56%	0	0.00%	0	0.00%	69.56%
Kererū	27	29.67%	1	3.70%	0	0.00%	22	81.48%	4	14.81%	0	0.00%	96.29%
2024 Tuhituhi Writing Mid- to End of Year		New or left school Progress not clear		No progress Watching		Expected progress One sub-level		Accelerated Progress 2 + sub levels		Notes/ Next steps			
Year level	Total	Number	%	Number	%	Number	%	Number	%				
Year 0	5	5	100%	0	0.00%	0	0.00%	0	0.00%	Less than two terms at school			

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Year 1	7	0	0.00%	3	42.86%	3	42.86%	1	14.28%	
Year 2	9	0	0.00%	8	88.89%	1	1.11%	0	0.00%	
Year 3	16	0	0.00%	3	18.75%	6	37.50%	7	43.75%	
Year 4	10	0	0.00%	5	50.00%	4	40.00%	1	10.00%	
Year 5	16	1	6.25%	2	12.50%	9	56.25%	4	25.00%	
Year 6	10	1	10.00%	0	0.00%	8	80.00%	1	10.00%	
Year 7	10	0	0.00%	1	10.00%	8	80.00%	1	10.00%	
Year 8	7	0	0.00%	2	28.57%	5	71.43%	0	0.00%	

ANALYSIS OF ACHIEVEMENT (END OF YEAR 2024) AT ŌHINETAHI: PĀNGARAU | MATHEMATICS

2024 Pāngarau Mathematics			Of Concern		Monitoring		Working At		Working Above		Working Well Above		% At or Above
	Total	%	Number	%	Number	%	Number	%	Number	%	Number	%	
All - 2024	91	100%	4	4.40%	5	5.49%	71	78.02%	11	12.09%	0	0.00%	90.11%
All - 2023	97	100%	5	5.15%	11	11.34%	70	72.16%	8	8.25%	1	1.03%	82.47%
All - 2022	93	100%	3	3.23%	6	6.45%	77	82.80%	4	4.30%	1	1.08%	88.17%
Genders													
Female	47	100%	1	2.13%	4	8.51%	38	80.85%	4	8.51%	0	0.00%	89.36%
Male	44	100%	3	6.82%	1	2.27%	33	75.00%	7	15.91%	0	0.00%	90.91%
Ethnicity (MOE Cohorts)													
NZ Māori	14	100%	2	14.29%	0	0.00%	11	78.57%	1	7.14%	0	0.00%	85.71%
Pasifika	1	100%	0	0.00%	0	0.00%	1	100%	0	0.00%	0	0.00%	100%
Classes													
Tūi	21	23.08%	0	0.00%	0	0.00%	21	100%	0	0.00%	0	0.00%	100%
Korimako	20	21.97%	2	10.00%	1	5.00%	17	85.00%	0	0.00%	0	0.00%	85.00%
Piwakawaka	23	25.27%	1	4.35%	3	13.04%	15	65.22%	4	17.39%	0	0.00%	82.61%
Kererū	27	29.67%	1	3.70%	1	3.70%	18	66.68%	6	22.22%	1	3.70%	92.60%
2024 Pāngarau Mathematics Mid- to End of Year		New or left school Progress not clear		No progress Watching		Expected progress One sub-level		Accelerated Progress 2 + sub levels		Notes/ Next steps			
Year level	Total	Number	%	Number	%	Number	%	Number	%				

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Year 0	5	5	100%	0	0.00%	0	0.00%	0	0.00%	Less than two terms at school
Year 1	7	0	0.00%	3	42.86%	3	42.86%	2	28.57%	
Year 2	9	0	0.00%	0	0.00%	5	55.56%	4	44.44%	
Year 3	16	0	0.00%	4	25.00%	8	50.00%	4	25.00%	
Year 4	10	0	0.00%	4	40.00%	5	50.00%	2	20.00%	
Year 5	16	1	6.25%	3	18.75%	12	75.00%	0	0.00%	
Year 6	10	1	10.00%	7	70.00%	2	20.00%	0	0.00%	
Year 7	10	0	0.00%	5	50.00%	5	50.00%	0	0.00%	
Year 8	7	0	0.00%	2	28.57%	4	57.14%	1	14.29%	

Team Targets

Link to Strategic Goals	<p>STRATEGIC GOAL Our kura and its people are inclusive; a place where ākonga are curious, confident, open to challenge and have a strong sense of identity.</p> <ul style="list-style-type: none">• We prioritise our (human, time and financial) resources to meet the varying social, emotional and academic learning needs of our ākonga, particularly for those whose needs have not yet been met. <p>STRATEGIC GOAL We are leaders in fostering curiosity, critical thinking and creativity; these are foundational skills for future-focussed learning and living.</p> <ul style="list-style-type: none">• Our kaiako are knowledgeable, skilled and responsive and ensure that every learner gains sound foundation skills in language (English, Te Reo Māori and NZSL), literacy, numeracy, science, the arts, technology and health and P.E.• Teaching and learning promotes critical and creative thinking, problem solving and authentic contexts for learning.• We work within the kāhui ako to ensure our teaching, learning and assessment practices are consistent, accurate and meaningful. Data, knowledge, skills and time are shared to improve progress and achievement for all ākonga.
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Data Analysis

Analyse the data and look for trends/factual statements behind the numbers.

End of year data for this cohort, end of 2023:

PĀNUI | READING

Y0	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
10	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	10	100.00%	0	0.00%	0	0.00%	10	100.00%	0	0.00%	0	0.00%
Females	7	70.00%	0	0.00%	0	0.00%	7	100.00%	0	0.00%	0	0.00%
Males	3	30.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%
Māori	4	40.00%	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Y1	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
4	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	4	100.00%	0	0.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%
Females	4	100.00%	0	0.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%
Males	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Māori	1	25.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

Other notes about the cohort at the beginning of the year:

- 6 x Year 1 students started end T4, 2023/beg T1, 2024
- 6 x Year 1 students had at least two terms at school
- 4 x students were in Year 2
- Five students are Māori
- At the beginning of 2024, the reading age of all Year 2s was 6 months or more below their chronological age

Target

Record class target/s after considering the achievement data.

Reading Target: 3 x Year 2 who are achieving at 1B will shift up at least one sub-level in the New Zealand Curriculum Level to be 1M or above.

Review of Target

Using end of year achievement data, review your target and reflect on why this was or was not reached.

Comparison of mid-year to end of year achievement data:

2024 Pānui Reading		New or left school Progress not clear		No progress Watching		Expected progress One sub-level		Accelerated Progress 2 + sub levels	
Year level	Total	Number	%	Number	%	Number	%	Number	%
Year 0	5	5	100.00%	0	0.00%	0	0.00%	0	0.00%
Year 1	7	0	0.00%	0	0.00%	7	100%	0	0.00%
Year 2	9	0	0.00%	0	0.00%	1	11.11%	8	88.89%

Learner (Redact name)	2023 EOY Achievement	2024 Mid-Year	2024 End of Year	Comment
Learner 1 (Y2) ■	Level 1M	↔ Level 1M	↑ Level 1E	1 sub-level from EOY '23 to EOY '24. Target met.
Learner 2 (Y2) ■	Level 1B	↑ Level 1M	↑ Level 1E	2 sub-levels from EOY '23 to EOY '24. Target met.
Learner 3 (Y2) ■	Level 1B	↑ Level 1M	↑ Level 1E	2 sub-levels from EOY '23 to EOY '24. Target met.

Data Analysis

Analyse the data and look for trends/factual statements behind the numbers.

End of year data for this cohort, end of 2023:

TUHITUHI | WRITING

Y2	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
17	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	17	100.00%	2	11.76%	0	0.00%	13	76.47%	2	11.76%	0	0.00%
Females	8	47.06%	0	0.00%	0	0.00%	6	75.00%	2	25.00%	0	0.00%
Males	9	52.94%	2	22.22%	0	0.00%	7	77.78%	0	0.00%	0	0.00%
Māori	1	5.88%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Pasifika	1	5.88%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Y3	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
11	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	11	100.00%	0	0.00%	2	18.18%	9	81.82%	0	0.00%	0	0.00%
Females	4	36.36%	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Males	7	63.64%	0	0.00%	2	28.57%	5	71.43%	0	0.00%	0	0.00%
Māori	2	18.18%	0	0.00%	0	0.00%	1	50.00%	1	50.00%	0	0.00%
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

Other notes about the cohort at the beginning of the year:

- Two learners have ORS funding and are supported by a teacher aide.
- One learner has a diagnosed specific learning disability.
- Three learners are either undergoing assessment for ADHD or have been diagnosed (and medicated) for ADHD.
- Three students are Māori, 1 student is Pasifika
- At the beginning of 2024, a large group of students had made no progress in writing, with 2 above, 17 at, 3 of concern or monitoring

Target

Record class target/s after considering the achievement data.

Writing Target:

4 x Year 3 who are achieving at 1M will shift up at least 3 sub-levels in the New Zealand Curriculum to be writing at or above 2M.

Review of Target

Using end of year achievement data, review your target and reflect on why this was or was not reached.

2024 Tuhituhi Writing		New or left school Progress not clear		No progress Watching		Expected progress One sub-level		Accelerated Progress 2 + sub levels	
Year level	Total	Number	%	Number	%	Number	%	Number	%
Year 3	16	0	0.00%	3	18.75%	6	37.50%	7	43.75%
Year 4	10	0	0.00%	5	50.00%	4	40.00%	1	10.00%

Learner (Redact name)	2023 EOY Achievement	2024 Mid-Year	2024 End of Year	Comment
Learner 1 ■	Level 1M	↑ Level 1E	↑ Level 2M	3 sub-levels from EOY '23 to EOY '24. Target met
Learner 2 ■	Level 1M	↑ Level 1E	↑ Level 2M	3 sub-levels from EOY '23 to EOY '24. Target met
Learner 3 ■	Level 1M	↑ Level 1E	↑ Level 2M	3 sub-levels from EOY '23 to EOY '24. Target met
Learner 4 ■	Level 1M	↔ Level 1M	↑ Level 2B	2 sub-levels from EOY '23 to EOY '24. Target not met

Data Analysis

Analyse the data and look for trends/factual statements behind the numbers.

End of year data for this cohort, end of 2023:

TUHITUHI | WRITING

Y3	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
11	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	11	100.00%	0	0.00%	2	18.18%	9	81.82%	0	0.00%	0	0.00%
Females	4	36.36%	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%
Males	7	63.64%	0	0.00%	2	28.57%	5	71.43%	0	0.00%	0	0.00%
Māori	2	18.18%	0	0.00%	0	0.00%	1	50.00%	1	50.00%	0	0.00%
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Y4	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
14	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	14	100.00%	1	7.14%	5	35.71%	8	57.14%	0	0.00%	0	0.00%
Females	6	42.86%	1	16.67%	1	16.67%	4	66.67%	0	0.00%	0	0.00%
Males	8	57.14%	0	0.00%	4	50.00%	4	50.00%	0	0.00%	0	0.00%
Māori	3	21.43%	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

Other notes about the cohort at the beginning of the year:

- Two learners have ORS funding and are supported by a teacher aide
- Two learners receive support from BLENZ for low vision
- Five students are Māori
- 6 children made no progress in writing and no children were achieving above in writing

Target

Record your class target/s after considering the achievement data.

Writing Targets:

- 2 x Year 4 (1 made no progress in 2023 and 1 just hanging 'At') will shift up at least 2 sub-levels in the New Zealand Curriculum.
- 4 x Year 5 (2 made no progress in 2023 and 2 are at 'Monitoring') will shift up at least 2 sub-levels in the New Zealand Curriculum.

Review of Target

Using end of year achievement data, review your target and reflect on why this was or was not reached.

2024 Tuhituhi Writing		New or left school Progress not clear		No progress Watching		Expected progress One sub-level		Accelerated Progress 2 + sub levels	
Year level	Total	Number	%	Number	%	Number	%	Number	%
Year 4	10	0	0.00%	5	50.00%	4	40.00%	1	10.00%
Year 5	16	1	6.25%	2	12.50%	9	56.25%	4	25.00%

Learner (Redact name)	2023 EOY Achievement	2024 Mid-Year	2024 End of Year	Comment
Learner 1 (Y4) [REDACTED]	Level 1E	↑ Level 2M	↑ Level 2E	3 sub-levels from EOY '23 to EOY '24. Target met
Learner 2 (Y4) [REDACTED]	Level 2B	↑ Level 2M	↔ Level 2M	1 sub-level from EOY '23 to EOY '24. Target not met
Learner 3 (Y5) [REDACTED]	Level 2B	↑ Level 2M	↑ Level 2E	2 sub-levels from EOY '23 to EOY '24. Target met
Learner 4 (Y5) [REDACTED]	Level 1M	↑ Level 2B	↑ Level 2M	3 sub-levels from EOY '23 to EOY '24. Target met
Learner 5 (Y5) [REDACTED]	Level 2B	↔ Level 2B	↑ Level 2M	1 sub-level from EOY '23 to EOY '24. Target not met

Data Analysis

Analyse the data and look for trends/factual statements behind the numbers.

End of year data for this cohort, end of 2023:

TUHITUHI | WRITING

Y5	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
9	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	9	100.00%	0	0.00%	1	11.11%	7	77.78%	1	11.11%	0	0.00%
Females	5	55.56%	0	0.00%	0	0.00%	4	80.00%	1	20.00%	0	0.00%
Males	4	44.44%	0	0.00%	1	25.00%	3	75.00%	0	0.00%	0	0.00%
Māori	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Y6	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
11	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	11	100.00%	1	9.09%	1	9.09%	9	81.82%	0	0.00%	0	0.00%
Females	2	18.18%	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Males	9	81.82%	1	11.11%	1	11.11%	7	77.78%	0	0.00%	0	0.00%
Māori	1	9.09%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Y7	TOTAL STUDENTS		Of concern		Monitoring		At		Above		Well Above	
7	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All students	7	100.00%	0	0.00%	2	28.57%	3	42.86%	2	28.57%	0	0.00%
Females	6	85.71%	0	0.00%	1	16.67%	3	50.00%	2	33.33%	0	0.00%
Males	1	14.29%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Māori	1	14.29%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
Pasifika	0	0.00%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

	<p>Other notes about the cohort at the beginning of the year:</p> <ul style="list-style-type: none"> • One learner has a diagnosed specific learning disability • One learner has been identified as pūmanawa gifted and talented • Two learners are Māori • At the beginning of 2024, 18 students were 'at' in writing, 1 student was of concern and 3 students were being monitored.
<p>Target Record your class target/s after considering the achievement data.</p>	<p>Writing Targets:</p> <ul style="list-style-type: none"> • 3 x students (Y6, 7 & 8) who are at 'Monitoring' will be achieving at least 'At' in the New Zealand Curriculum. • 3 x students (1 x Y6 & 2 x Y7) that made no progress in 2023 will shift up by at least 2 sub-levels in the New Zealand Curriculum.

Review of Target

Using end of year achievement data, review your target and reflect on why this was or was not reached.

2024 Tuhituhi Writing		New or left school Progress not clear		No progress Watching		Expected progress One sub-level		Accelerated Progress 2 + sub levels	
Year level	Total	Number	%	Number	%	Number	%	Number	%
Year 6	10	1	10.00%	0	0.00%	8	80.00%	1	10.00%
Year 7	10	0	0.00%	1	10.00%	8	80.00%	1	10.00%
Year 8	7	0	0.00%	2	28.57%	5	71.43%	0	0.00%

Learner (Redact name)	2023 EOY Achievement	2024 Mid-Year	2024 End of Year	Comment
Learner 1 (Y6) ■	Level 2E	↑ Level 3B	↑ Level 3M	Now achieving 'at' Target met
Learner 2 (Y7) ■	Level 3B	↑ Level 3M	↑ Level 4B	Now achieving 'at' Target met
Learner 3 (Y8) ■	Level 3E	↑ Level 4B	↑ Level 4M	Now achieving 'at' Target met
Learner 4 (Y6) ■	Level 3M	↔ Level 3M	↑ Level 3E	1 sub-level from EOY '23 to EOY '24 Target not met
Learner 5 (Y7) ■	Level 3M	↑ Level 3E	↑ Level 4B	2 sub-levels from EOY '23 to EOY '24 Target met
Learner 6 (Y7) ■	Level 3M	↑ Level 3E	↑ Level 4B	2 sub-levels from EOY '23 to EOY '24 Target met

GROW with curiosity & kindness | CONNECT WITH OTHERS through kotahitanga |

CREATE CHANGE IN THE WORLD as kaitiaki

KIWISPORT FUNDING 2024

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2024, Governors Bay School received total Kiwi Sport funding of \$ 1380.48 (excluding GST). This funding was spent on ribbons for awards and extra equipment for the sport boxes. The number of students that participated in organised sport was 91.

Recommendations and next steps for 2025 and beyond

- Continue to develop and embed quality assessment and reporting practices in line with updated regulatory requirements around the new English and Mathematics & Statistics learning areas.
- Continue to work with the kāhui ako to develop & implement school-wide planning formats across the refreshed curriculum areas.
- Refine the target setting and review process so that targets are specific, measurable and linked to the year-by-year teaching sequences of the new curriculum.
- As a staff, define accelerated progress and explore ways to support students to make *more than cohort progress*.
- Maximise Learning Support by providing support for collaborative practice.
- Work within the kāhui ako to explore and implement the identification and support for our pūmanawa | gifted and talented learners.