

LINWOOD AVENUE SCHOOL

Annual Financial Statements For the year ended 31 December 2024

Ministry Number:	3413
Principal:	Gretchen Smith
School Address:	260 Linwood Avenue , Christchurch
School Postal Address:	260 Linwood Avenue , Christchurch
School Phone:	03 3899256
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Members of the Board of Trustees

Name	Ceased
Mike Gibbs	
Sarah Elicker	
Lavinia Otutaha	Aug-24
Averil Stevenson	
Toni Tinirau	
Trevor Proctor	
Gretchen Smith - Principal	

The term finishes except for the principal in June 2025.

Accountant / Service Provider:

Geoff Gillam Consultants

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Linwood Avenue School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the school.

The School's 2024 financial statements are authorised for issue by the Board.

Sarah Elicker

Gretchen Smith

Full Name of Presiding Member

Full Name of Principal

Signed by:
Sarah Elicker
A0219F71DE1E9AE8

Signed by:
Gretchen Smith
75D4145189D7FECF

Signature of Presiding Member

Signature of Principal

26/05/2025

26/05/2025

Date:

Date:

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

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	4,755,761	4,240,337	4,508,311
Locally Raised Funds	3	70,559	1,500	109,242
Interest		39,517	20,000	25,508
		<hr/>	<hr/>	<hr/>
		4,865,837	4,261,837	4,643,061
Expenses				
Locally Raised Funds	3	71,305	37,000	97,713
Learning Resources	4	3,652,923	3,090,287	3,366,208
Administration	5	185,873	190,010	173,714
Interest		1,984	-	1,535
Property	6	1,093,622	942,875	861,593
		<hr/>	<hr/>	<hr/>
		5,005,707	4,260,172	4,500,763
Net Surplus / (Deficit)		(139,870)	1,665	142,298
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(139,870)	1,665	142,298

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

Linwood Avenue School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Actual 2024 \$	Budget (Unaudited) 2024 \$	Actual 2023 \$
Balance at 1 January	1,229,343	1,229,343	1,087,045
Total comprehensive revenue and expense for the year	(139,870)	1,665	142,298
Owner transactions			
Contribution - Furniture and Equipment Grant	22,190	-	-
Equity at 31 December	1,111,663	1,231,008	1,229,343
Accumulated comprehensive revenue and expense	1,111,663	1,231,008	1,229,343
Reserves	-	-	-
Equity at 31 December	1,111,663	1,231,008	1,229,343

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.

Linwood Avenue School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	7	41,130	93,125	104,069
Accounts Receivable	8	239,803	216,000	222,390
GST Receivable		17,868	10,000	9,448
Prepayments		45,769	20,000	41,907
Investments	9	506,599	420,000	403,822
Funds owing for Capital Works Projects	14	3,309	-	-
		<u>854,478</u>	<u>759,125</u>	<u>781,636</u>
Current Liabilities				
Accounts Payable	11	258,633	251,000	206,994
Revenue Received in Advance	12	111,026	40,000	95,282
Funds held for Capital Works Projects	14	-	-	4,936
Finance Lease Liability - Current Portion	13	28,135	18,000	21,749
		<u>408,470</u>	<u>309,000</u>	<u>328,961</u>
Working Capital Surplus or (Deficit)		446,008	450,125	452,675
Non-current Assets				
Property, Plant and Equipment	10	811,114	802,883	814,883
		<u>811,114</u>	<u>802,883</u>	<u>814,883</u>
Non-current Liabilities				
Finance Lease Liability	13	25,941	22,000	38,215
		<u>145,459</u>	<u>22,000</u>	<u>38,215</u>
Net Assets		<u>1,111,663</u>	<u>1,231,008</u>	<u>1,229,343</u>
Equity		<u>1,111,663</u>	<u>1,231,008</u>	<u>1,229,343</u>

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

Linwood Avenue School

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		1,312,433	1,269,779	1,323,140
Locally Raised Funds		65,683	7,196	109,329
Goods and Services Tax (net)		(8,420)	(552)	8,864
Payments to Employees		(765,606)	(664,524)	(726,231)
Payments to Suppliers		(514,036)	(516,334)	(601,233)
Interest Paid		(1,984)	-	(1,535)
Interest Received		35,564	24,851	23,773
Net cash from / (to) the Operating Activities		123,634	120,416	136,107
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(88,562)	(35,000)	(52,022)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		(102,777)	(16,178)	52,382
Net cash from / (to) the Investing Activities		(191,339)	(51,178)	360
Cash flows from Financing Activities				
Contribution by the Ministry of Education - Furniture and Equipment Grants		22,190	-	-
Contribution to Ministry of Education - School Redevelopment		-	-	-
Finance Lease Payments		(24,923)	(19,964)	(21,387)
Funds Administered on Behalf of Third Parties		7,499	(60,218)	28,329
Net cash from Financing Activities		4,766	(80,182)	6,942
Net increase/(decrease) in cash and cash equivalents		(62,939)	(10,944)	143,409
Cash and cash equivalents at the beginning of the year	7	104,069	104,069	(39,340)
Cash and cash equivalents at the end of the year	7	41,130	93,125	104,069

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

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

Linwood Avenue School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2024

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

Cyclical maintenance

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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 straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:	Years
Building improvements – Crown	20-40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leases	3-5
Library resources	10

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned. The School holds sufficient funds to enable the refund of unearned fees, should the School be unable to provide the services to which they relate.

n) Provision for Cyclical Maintenance

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

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

The school carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Funds Held in Trust

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

p) Funds held for Capital works

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

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

q) Financial Instruments

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

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

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,277,210	1,230,337	1,349,024
Teachers' Salaries Grants	2,307,697	2,300,000	2,197,633
Use of Land and Buildings Grants	714,074	710,000	652,473
Ka Ora, Ka Ako - Healthy School Lunches Programme	456,780	-	309,181
	4,755,761	4,240,337	4,508,311

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations & Bequests	21,304	1,000	18,756
Fees for Extra Curricular Activities	33,548	500	65,988
Trading	15,707	-	24,498
	70,559	1,500	109,242
Expenses			
Extra Curricular Activities Costs	39,223	25,000	67,859
Trading	32,082	12,000	29,854
Fundraising and Community Grant Costs	-	-	-
	71,305	37,000	97,713
Surplus for the year Locally raised funds	(746)	(35,500)	11,529

4 Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	91,519	136,740	131,531
Employee Benefits - Salaries	2,952,853	2,865,000	2,787,542
Ka Ora, Ka Ako - Healthy School Lunches Programme	456,780	-	309,181
Staff Development	40,405	41,547	25,314
Depreciation	111,366	47,000	112,640
	3,652,923	3,090,287	3,366,208

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	10,435	6,500	6,064
Board of Trustees Fees	3,960	5,060	3,850
Board of Trustees Expenses	11,326	7,500	4,820
Communication	2,614	4,000	2,319
Consumables	18,216	25,000	18,626
Operating Lease	-	-	-
Staff Expenses	8,721	21,250	10,538
Other	23,121	22,200	21,988
Employee Benefits - Salaries	107,480	98,500	105,509
	185,873	190,010	173,714

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,507	-	-
Consultancy and Contract Services	141,550	175,000	166,000
Cyclical Maintenance Provision	130,194	-	-
Grounds	3,721	2,000	269
Heat, Light and Water	26,987	26,000	21,135
Rates	10,093	10,500	9,629
Repairs and Maintenance	47,115	19,375	12,087
Use of Land and Buildings - Non-Integrated	714,074	710,000	652,473
Employee Benefits - Salaries	16,381	-	-
	<u>1,093,622</u>	<u>942,875</u>	<u>861,593</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	41,130	93,125	104,069
Bank Overdraft	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>41,130</u>	<u>93,125</u>	<u>104,069</u>

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

Of the \$41,130 Cash and Cash Equivalents, \$111,026 of Revenue Received in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	10,572	-	5,696
Banking Staffing Underuse	4,219	-	39,442
Interest Accrued	9,804	1,000	5,851
Teacher Salaries Grant Receivable	215,208	215,000	171,401
	<u>239,803</u>	<u>216,000</u>	<u>222,390</u>
Receivables from Exchange Transactions	20,376	1,000	11,547
Receivables from Non-Exchange Transactions	219,427	215,000	210,843
	<u>239,803</u>	<u>216,000</u>	<u>222,390</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 with Maturities Greater than Three Months and No Greater than One Year	506,599	420,000	403,822

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2023.

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	470,222	25,235	-	-	(23,832)	471,625
Furniture and Equipment	153,801	11,539	-	-	(24,987)	140,353
Information and Communication	71,443	4,180	-	-	(28,298)	47,325
Motor Vehicles	-	40,426	-	-	(674)	39,752
Plant	54,811	30,695	-	-	(9,975)	75,531
Leased Assets	60,334	19,035	-	-	(22,368)	57,001
Library Resources	4,272	1,722	-	-	(1,232)	4,762
Balance at 31 December 2024	814,883	132,832	-	-	(111,366)	836,349

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
2024	\$	\$	\$	\$	\$	\$
Buildings	703,170	(256,780)	446,390	703,170	(232,948)	470,222
Furniture and Equipment	368,519	(228,166)	140,353	356,981	(203,180)	153,801
Information and Communication	255,724	(208,399)	47,325	251,544	(180,101)	71,443
Motor Vehicles	40,426	(674)	39,752	-	-	-
Plant	311,146	(235,615)	75,531	280,451	(225,640)	54,811
Leased Assets	100,031	(43,030)	57,001	80,996	(20,662)	60,334
Library Resources	112,097	(107,335)	4,762	110,375	(106,103)	4,272
Balance at 31 December	1,891,113	(1,079,999)	811,114	1,783,517	(968,634)	814,883

Restrictions

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

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	32,990	30,000	28,569
Employee Benefits Payable - Salaries	215,208	215,000	171,401
Employee Benefits Payable - Leave Accrual	10,435	6,000	7,024
	258,633	251,000	206,994
Payables for Exchange Transactions	258,633	251,000	206,994
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	258,633	251,000	206,994

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held on Behalf of Third Parties	111,026	40,000	95,282
	111,026	40,000	95,282

13. Finance Lease Liability

The School has entered into a number a finance lease agreement for photocopiers. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	28,135	18,000	21,761
Later than One Year and no Later than Five Years	25,941	22,000	38,215
Later than Five Years	-	-	-
Future Finance Charges	-	-	(12)
	<u>54,076</u>	<u>40,000</u>	<u>59,964</u>
Represented by			
Finance lease liability - Current	28,135	18,000	21,749
Finance lease liability - Non current	25,941	22,000	38,215
	<u>54,076</u>	<u>40,000</u>	<u>59,964</u>

14. 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 \$	School Contribution \$	Closing Balances \$
Lighting	<i>in progress</i>	(1,187)	1,187	-	-	-
Roof	<i>in progress</i>	6,123	111,802	(121,234)	-	(3,309)
Totals		<u>4,936</u>	<u>112,989</u>	<u>(121,234)</u>	<u>-</u>	<u>(3,309)</u>
	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	School Contribution \$	Closing Balances \$
Landscaping	<i>completed</i>	14,105	44,389	(59,057)	563	-
Lighting	<i>in progress</i>	-	10,903	(12,090)	-	(1,187)
Roof	<i>in progress</i>	-	15,355	(9,232)	-	6,123
Totals		<u>14,105</u>	<u>70,647</u>	<u>(80,379)</u>	<u>563</u>	<u>4,936</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	-	-	-
Increase to the Provision During the Year	18,036	-	-
Adjustment to the Provision	112,158	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>130,194</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Current	10,676	-	-
Cyclical Maintenance - Term	119,518	-	-
	<u>130,194</u>	<u>-</u>	<u>-</u>

The School's cyclical maintenance schedule details annual painting 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 schools 10 Year Property Plan, prepared by a Ministry of Education expert.

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 trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,960	3,850
<i>Leadership Team</i>		
Remuneration	442,360	402,290
Full-time equivalent members	3	3
Total key management personnel remuneration	446,320	406,140
Total full-time equivalent personnel	3.00	3.00

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance with 2 members and Property with 2 members that meet as required. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal as reported in the School Annual Accrual Report (SAAR) 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	20-30	20-30
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 -110	5	4
110-120	2	1
120-130	1	2
	8	7

18. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	5-10	-
Number of People	1	-

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$43,099 (2023:\$nil) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Gazebo	43,099
Total	43,099

(b) Operating Commitments

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

(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:

Cash and receivables

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	41,130	93,125	104,069
Receivables	239,803	216,000	222,390
Investments - Term Deposits	506,599	420,000	403,822
Total Cash and Receivables	787,532	729,125	730,281

Financial liabilities measured at amortised cost

Payables	258,633	251,000	206,994
Finance Lease Liability	54,076	40,000	59,964
Total Financial Liabilities Measured at Amortised Cost	312,709	291,000	266,958

22. Comparatives

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

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF LINWOOD AVENUE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Linwood Avenue 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 2 to 15, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion 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 26 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the List of Board members, the Statement of Variance Report, Evaluation of Ākonga Progress and Achievement 2024, Report on how the schools is giving effect to Te Tiriti o Waitangi, Statement of Compliance with Employment policy, and Kiwi Sport Funding 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



Te Huarahi Linwood Avenue School 2024 Annual Report

Kia Whakaute- Kia Manawanui- Kia Māia - Kia Kaha

Annual Report 2024

Te Huarahi/ Linwood Avenue School List of Board Members 2024

Name	Position	Term Finishes
Sarah Elicker	Presiding Member	Sept 2025
Mike Gibbs	Parent Representative	Sept 2025
Lavinia Otuaha	Co-opted Representative	August 2024
Jo Sem	Parent Representative	Feb 2024
Lisa Cowie	Staff Representative	Sept 2025
Toni Tinirau	Parent Representative	Sept 2025
Moata Tamaira	Parent Representative	Sept 2025
Averil Stevenson	Co-opted Representative	Sept 2025
	Parent Representative	Sept 2025

Statement of Variance 2024

Background

In building an understanding of the end-of-year student achievement data report, it is important to understand the school's diverse community.

The school consists of multiple cultural backgrounds which impacts ākonga progress, with many having English Language Learners. At the end of 2024, we had 93 English Language learners which is nearly a third of the school.

NZ Maori :	110	29.4%
NZE/ Pakeha :	97	26%
Pasifika:	62	16.9%
SE Asian	52	14.7 %
All Asian	97	25.5%

Of note is the number of male ākonga (200) compared to females (163), the number of 5 year olds entering school with little or no preschool experience and the number of ākonga with behavioural or learning needs and the impact this has on learning both in the

Strategic goal: Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.

Annual Target: 1.1 Develop and implement a comprehensive school curriculum informed by evidence-based instructional practices in mathematics, reading, and writing.

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
-Investigate and decide on a framework for school curriculum	ongoing	ongoing		This will be completed in 2025
-Maths PLD Te Mātaiaho	This has been hampered by the delay in having the final copy of the curriculum. However we have had staff hui and Teacher only days focused on Mātaiaho	Unsure what the final curriculum would have in it, we put professional development on hold until we had some clarity. We have ordered resources to support the curriculum for 2025 and the Kahui has organised PLD days.		PLD as a Kahui Ako has been organised for terms 1 and 2. Resources ordered
-Basic facts foundation scope and sequence	A work in progress	Became less of a focus because of the new Curriculum.		Will be addressed with new Curriculum in 2025
- Structured literacy, sustainability model	We have faithfully adhered to our model and funded training for any new staff.	Every staff member has had the same training. We have a consistent model. Sustained intervention and support for diverse learners, including those with learning difficulties	Assessment Practices: Consistency in using assessment data to inform teaching varied across teaching teams. Some staff required further support in analyzing and interpreting assessment data effectively. Noticeable improvement in phonemic awareness and decoding skills among junior learners	Improved use of data for acceleration, ensuring everyone is at the right level Explore approaches such as digital engagement, home literacy kits, and flexible workshop timings to encourage whānau understanding. More Targeted intervention at the junior level
- Writing: Developing a scope and sequence for our school	This was achieved	Every staff member has had the same training. We have a consistent model.	Consistency across the school	
-Populate school curriculum with values, and core profile English and maths content				

Strategic goal: Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.

Annual Target: Accelerate the learning of those students who are working below their expected level in reading, writing, or maths *(*teams to specify target and focus)*

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
Teachers to identify those ākonga who are below in reading, writing, and maths	Individual teachers and teams identified Ākonga who were below in the core curriculum These were well monitored at regular intervals	Midyear data vs EOY data <ul style="list-style-type: none">48 (14.07%) compared to Term 1: 75 (22.52%) ākonga were below the curriculum expectation for Mathematics30 (38.34%) compared to Term 1:-72 (21.81%):- of all ākonga are below the curriculum expectation for Reading105 (30.88%) compared to Term 1: 156 (40.9% ākonga are below the curriculum expectation for Writing	Midyear data vs EOY data <ul style="list-style-type: none">48 (14.07%) compared to Term 1: 75 (22.52%) ākonga were below the curriculum expectation for Mathematics30 (38.34%) compared to Term 1:-72 (21.81%):- of all ākonga are below the curriculum expectation for Reading105 (30.88%) compared to Term 1: 156 (40.9% ākonga are below the curriculum expectation for Writing	Keep monitoring across the school.
Ākonga who are working well below their expected level to be reported to the SENCO and put on the Learning Support Register	Groups identified and actively monitored	Double literacy and support in Maths	2023 vs 2024 Well below Maths 7 Maths 9 Reading 50 Reading 33 Writing 30 Writing 26	Employ a literacy support person for years 1-3
Team targets for accelerated learning set	Targets set in 2023 across the teams for 2024. Teams work together to make a plan to support the needs of our ākonga, which is regularly monitored in team meetings.	Year 5/6/ Target writing - 50% at or above Year 3/4/ Target Maths 60% of our Year 4 students to be at or above Year 1/2 Writing To have 55% of Year 1-2 children at or above	Year 5/6 44.44% 2024 Year 6 are at and above for writing Year 3/4/ Target Maths 53 of our Year 4 students to be at or above Year 1/2 Writing 64.2% Year 1-2 children at or above	Set appropriate targets to accelerate the learning of those below the curriculum level in 2024
Team to plan an approach for these students and share with the SENCO	Lessons have been planned and focused on Instruction tailored to the needs of the ākonga. Literacy support available for Year 4-6 and DP takes a class of Junior children for Structured literacy.	Team leaders led this piece of work -Implementation plans developed Progress made	Attendance, learning and behaviour needs, and second language learning impacted on the progress of some ākonga	Ongoing
Teams to monitor progress of ākonga and report 2x a term	Using Hero , all student’s progress is monitored and reported on.	Data collected and discussed and reported to whānau	Hui Ako gave whānau, ākonga and kaiako opportunities to discuss progress and achievement	On going

Strategic goal: An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.

Annual Target: Enhance overall student and kaiako wellbeing

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
-Working with RTLB neurodiverse students	<p>The mahi with the RTLB on Neuo diversity was powerful. It gave the whole staff a shared understanding and highlighted the need for differentiated learning.</p> <p>The RTLB team then worked with each team on a chosen focus.</p>	<p>Each Team took a different focus depending on the need of ākonga. Y1/2 focused on using the ‘Engage” games to teach ākonga about recognising emotions.</p> <p>The Year 3/4 team focused on ākonga managing themselves when a different teacher was in the room.</p>	Our behaviour statistics for Suspension and Stand Downs reflected a reduction on the previous year.	Build on this work with 2025 Professional development with Berry ST
-Trauma informed training for 5 staff	The Management Team benefitted from the 4 days professional development in Trauma informed practice.	As a team we decided to invest in training of all teaching staff in 2025.We wanted to keep the integrity of the model.And all staff would benefit from having a shared knowledge and understanding of the strategies.	The awareness of the enormity of the scope and research underpinning it has prompted us to wait until 2025.	Four days have been planned for 2025 then we will take a considered approach to implementing any shared strategies that will make a difference for our ākonga.
- Circle time at the end of every day	This is in place and will be built on in 2025	Circle time is a routine activity across the school		Build on this work with 2025 Professional development with Berry ST
- Ready to learn scale in all learning spaces	The Management Team has decided to introduce this next year after we have all had Berry St training.	NA	NA	2025
-Emotional regulation	Emotional Regulation was part of our mahi with the RTLB.All staff have a better understanding.	There has been some mahi with different classes and ākonga use the terms red and green brain to indicate the their feelings	This mahi will be on going - our understanding and practice are developing.	This will be a part of our mahi with Berry St next year.
- Ākonga work is celebrated	Assembly time has showcased the achievement of every class but has also given opportunities for ākonga to show their quality work.	Parents/whānau make time to come and support this mahi	Art work displayed for Matariki	More displays of work across the school
Leadership development	<p>Our 2024 House Captains have had lots of opportunities to develop leadership capabilities this year .</p> <p>The Management team has worked with Tony Burkin over the year with three whole day sessions</p>	Lost of discussion as a group and it has given the middle leaders some ideas for thinking differently.The Middle leaders all had some 1-1 with Tony on some specific areas to work on in their teams	Delivery of the Professional Development was a challenge for some members	Leadership assessment

Strategic goal: An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.

Annual Target: Ensure the consistent integration of culturally responsive practices across all aspects of the kura.

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
Track the achievement of our Māori and Pasifika ākonga and respond accordingly	Māori and pasifika achievement monitored Throughout the year	Board has data for terms 1,2 and end of year data	Well below data has shown a shift with an impact on below data at Mid year in reading , writing and maths.There have been positive shifts in at and above data.	On going
Display of country flags in the office	16/02	Huge discussion in the office by children as thy were waiting to be picked up in term 1	-	More cultural icons on display to give a felling of the cultures at our kura
Ko wai au?	19/02 This programme was unable to be sustained because the leaders of the programme had other commitments	Ākonga really enjoyed this and were disappointed when it d was not able to continue due to personnel availability	-	-
Ensure that every learning space has a world map with ākonga linked	Every learning space has a world map with links to the countries ākonga come from	All classes have a map	-	An International day is planned for 2025
Mihi progression across the kura	This has been developed by Whaea Viv	It is evident in Assembly as each class leads.	Developmental	Continue this mahi
Whole school to learn the school haka	This has been achieved. At each Mihi Whakatau this has got stronger	The power and wairua were evident at the Mihi Whakatau	Different levels of capability Our Kapa Haka are great leaders	Keep building on this mahi
Mihi whakatau at the end of each term	We achieved this twice this year.	The manahiri were very impressed and felt included at our kura.	Needs to be every term	Build in the dates for 2025
Matauranga Māori planned for in all units of work	This mahi is ongoing	The Treaty and the Matariki are well integrated	Needs to be a focus at unit Planning time	Concerted focus on this in 2025



Attendance 2024

Every absence is followed up every day. In terms 3 and 4 we introduced a daily competition to see which class could get 100% attendance. A certificate was given for the best weekly attendance. Monday is the worst day for school attendance. Wednesday is our best day. More ākonga have attended this year. In Term 2, we experienced a lot of illness which not only affected ākonga but also staff. In term 4, Year 5 had the highest attendance with 60% of students attending over 90% and Year 1 had the lowest attendance with 23% at school less than 70% of the time. This is reflected in their achievement. We will keep working at improving attendance.

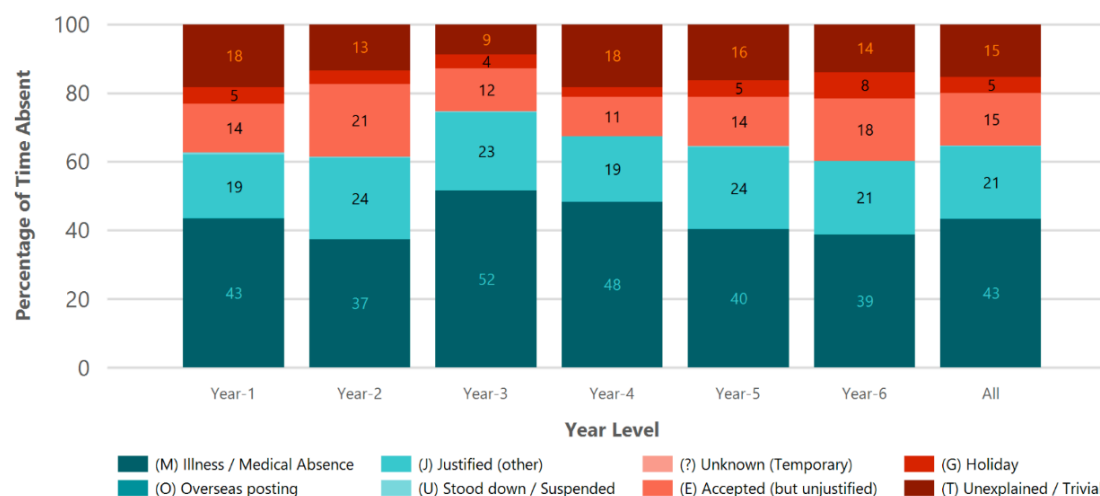
Absence

A '**Justified Absence**' is an absence defined within a school's policy as an acceptable reason for a student to be away from school.

An '**Unjustified Absence**' is recorded when a student is away from school and:

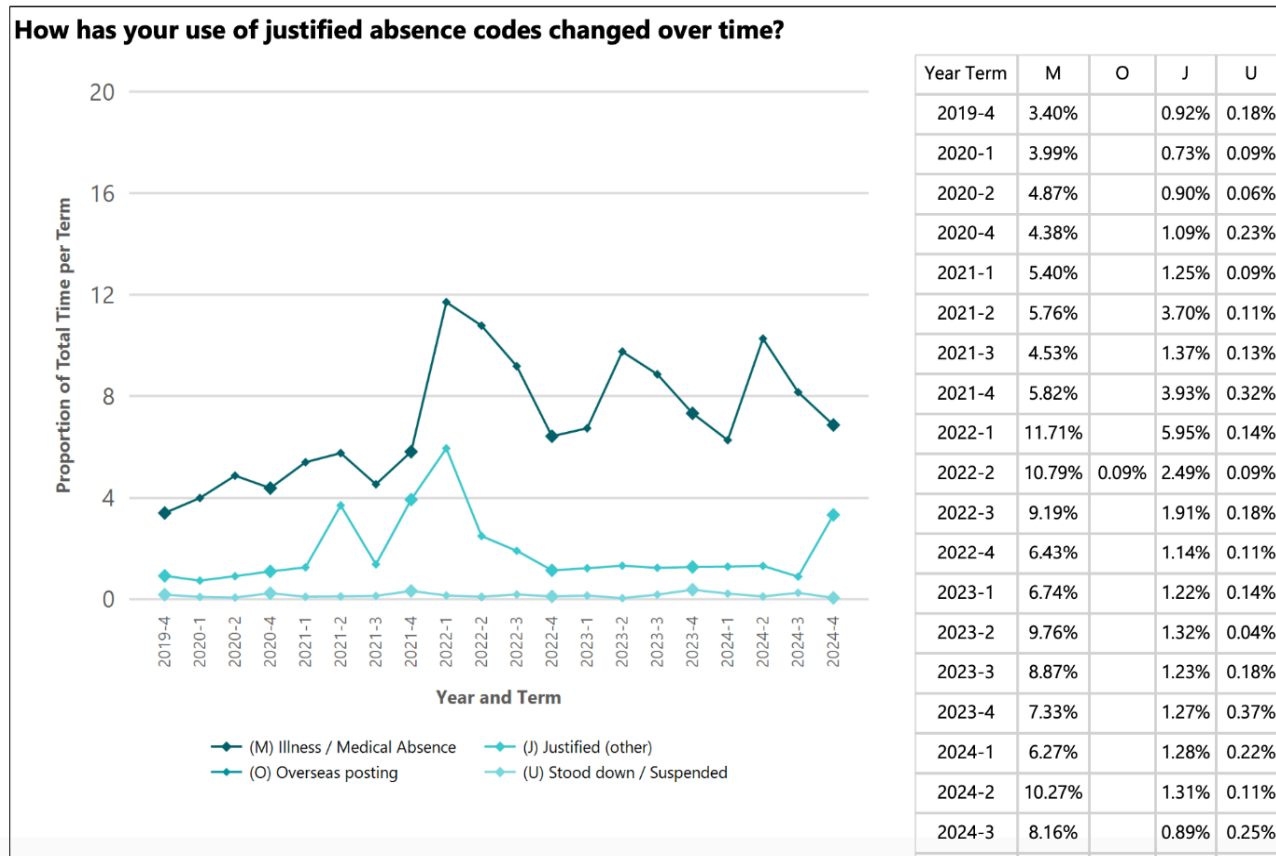
- There is no information or there is a throw-away excuse
- Explained but not within school policy, such as absence due to birthdays
- Absence due to holiday in term-time
- Extracurricular activities not organised by schools like sports, dance, music, or hobbies.

What differences are there between year levels in reasons given for absence?



Year 3 students had the highest proportion of justified absences, with 75% of their absences being for justified reasons.

Year 6 students had the highest proportion of unjustified absences, with 40% of their absences being for unjustified reasons.

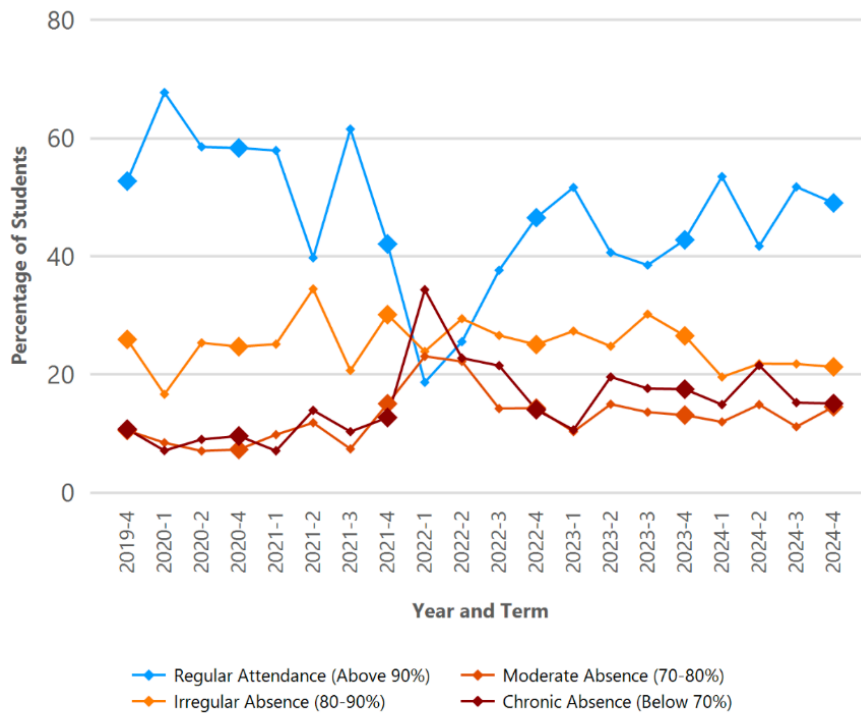


Term 1 of Year 2022 had the highest count of justified absence codes. Term 4 of Year 2019 had the lowest count of justified absence codes. Terms 2 & 3 2022 and Term 2 & 3 2024 had very similar rates of justified absences. We certainly had a lot of student and staff illness.

Trends

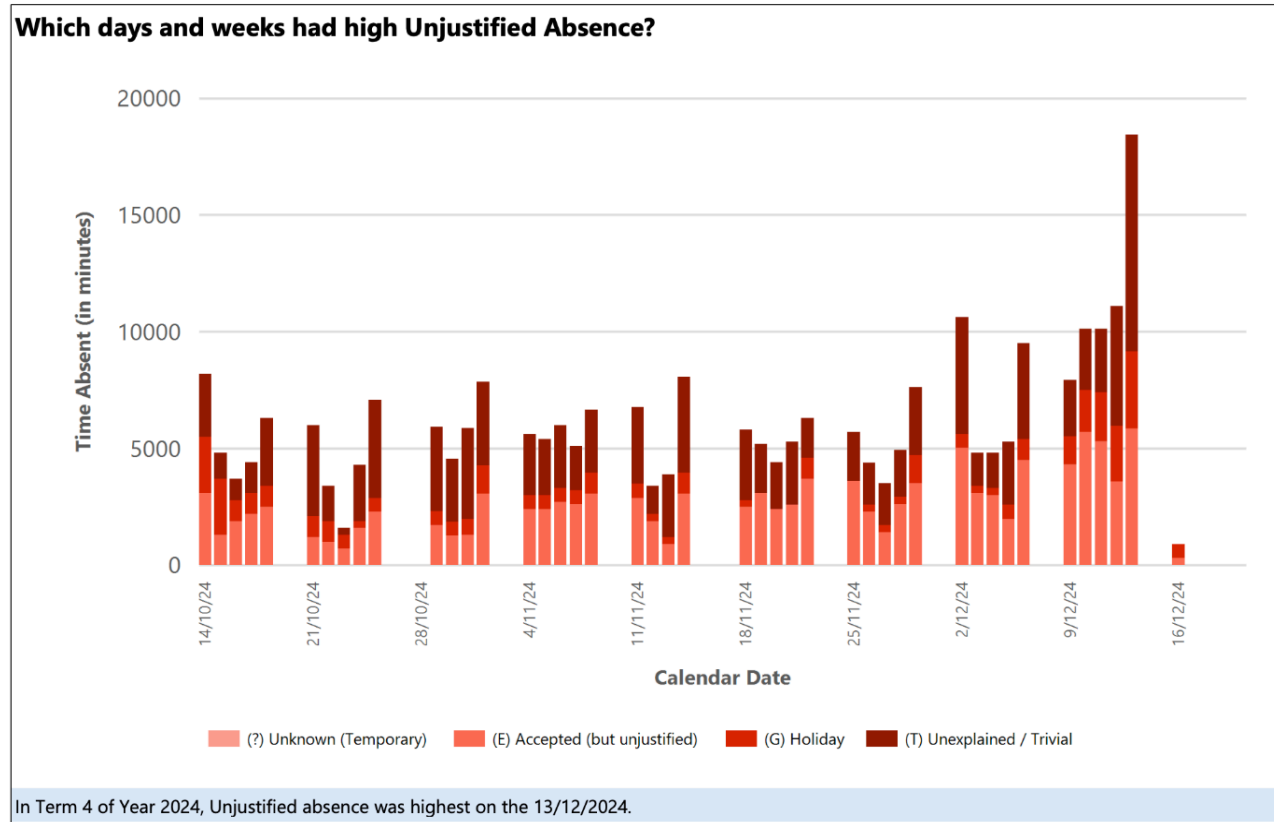
Because of seasonal changes from term to term its best to compare the same term over time. Compare Term 2 to Term 2.

How have your student attendance categories changed over time?



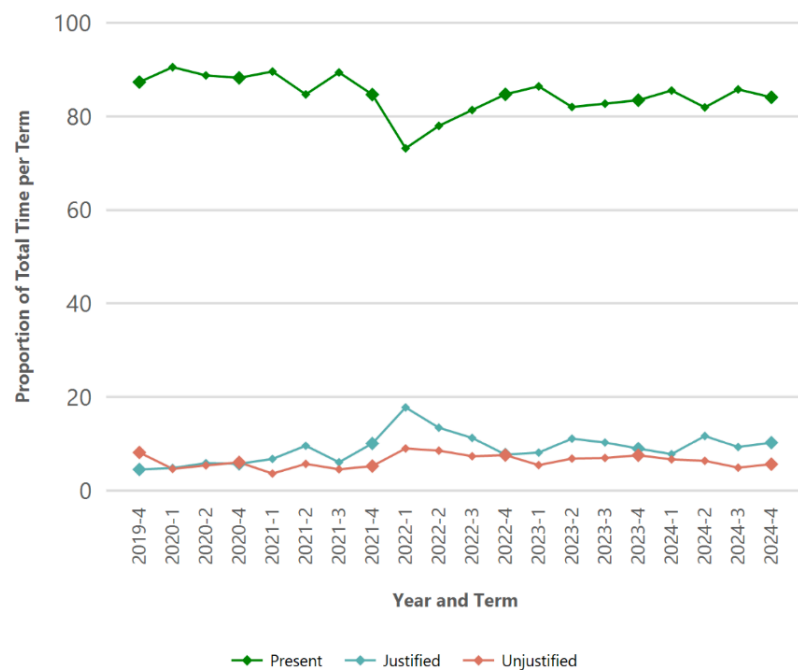
Year Term	Regular	Irregular	Moderate	Chronic
2019-4	53%	26%	11%	11%
2020-1	68%	17%	8%	7%
2020-2	59%	25%	7%	9%
2020-4	58%	25%	7%	10%
2021-1	58%	25%	10%	7%
2021-2	40%	34%	12%	14%
2021-3	62%	21%	7%	10%
2021-4	42%	30%	15%	13%
2022-1	19%	24%	23%	34%
2022-2	26%	29%	22%	23%
2022-3	38%	27%	14%	22%
2022-4	47%	25%	14%	14%
2023-1	52%	27%	10%	11%
2023-2	41%	25%	15%	20%
2023-3	39%	30%	14%	18%
2023-4	43%	27%	13%	18%
2024-1	54%	20%	12%	15%
2024-2	42%	22%	15%	22%
2024-3	52%	22%	11%	15%
2024-4	49%	21%	15%	15%

Term 1 & 2 2022, had the worst attendance understandably. Term 1 2020, had the best attendance at 68%. It looked like we were on the way up in term 1 and 3 2024, but, illness for both tamariki and staff impacted attendance in terms 2 & 4.



The graph clearly shows Monday and Friday are the days with the most unjustified absences. 13/12 2024 had the lowest attendance. This is the day following the Year 6's Leavers assembly.

How has the percentage of student time Present, Justified absent and Unjustified absent for each term changed over time?



Year Term	Present	Justified	Unjustified
2019-4	87%	4%	8%
2020-1	91%	5%	5%
2020-2	89%	6%	5%
2020-4	88%	6%	6%
2021-1	90%	7%	4%
2021-2	85%	10%	6%
2021-3	89%	6%	5%
2021-4	85%	10%	5%
2022-1	73%	18%	9%
2022-2	78%	13%	9%
2022-3	81%	11%	7%
2022-4	85%	8%	8%
2023-1	86%	8%	5%
2023-2	82%	11%	7%
2023-3	83%	10%	7%
2023-4	84%	9%	8%
2024-1	86%	8%	7%
2024-2	82%	12%	6%
2024-3	86%	9%	5%
2024-4	84%	10%	6%

Term 1 of Year 2020 had the highest attendance rate. Term 1 of Year 2022 had the lowest attendance rate.

Pre -Covid and Term 1 2021 had higher attendance rates. In 2024 we had two terms where we were at 86%- Term1 & 3. Term 1 usually has the best attendance for an given year.



Evaluation of Ākonga Progress and Achievement 2024

Mathematics

Maths continues to be a strength within the school. When asked, ākonga have a positive attitude.

Our Maths results are positive. This can be attributed to :-

- consistency across the school in assessment and understanding of the curriculum
- differentiation in learning to cater for a variety of learning needs
- Mathematics Professional Learning as a staff with a PLD Provider, was delayed because the Maths Curriculum was in draft

Maths All Ākonga 2024

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		1		2				3 (0.83%)
Above	9	25	19	6	11	9	6	85 (23.42%)
At	20	33	24	28	13	30	46	196 (53.99%)
Below		7	10	22	15	9	7	70 (19.28%)
Well below					6		3	9 (2.48%)
Totals	29	66	53	58	45	48	62	363

- 88 (24.24 %) are well above and above the curriculum expectation for Mathematics
- 284 (78%) of all ākonga are at or above the curriculum expectation for Mathematics
- 70 (19.28%) of all ākonga are below the curriculum expectation for Mathematics
 - Yr4: Data increased from 49% at and above to 53%. 53% of below/well below due to absences. 73% below due to ESOL. 66% below due to pastoral concerns or learning
 - Yr 3: 62% at/above/well above, 38% below, 0% well below, 36% of below due to absences. 36% below due to ESOL. 63% below due to pastoral concerns or learning
 - Year 1: 7/66 below (10.61% below)
 - Year 2: 10/53 below (18.87% below)
- 9 (2.48%) of all ākonga are well below the curriculum expectation for Mathematics
 - Year 5 /6 are globally below across all curriculum areas e.g. ELL, attendance, learning difficulties (ICS and RTL), behaviour

Maths Male Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above				2				2 (1.00%)
Above	4	15	11	5	9	7	5	56 (28.00%)
At	15	18	9	10	7	17	25	103 (51.50%)
Below		6	4	8	8	4	2	32 (16.00%)
Well below					4		3	7 (3.50%)
Totals	19	39	24	25	28	28	35	200

- 58 (29 %) males are well above and above the curriculum expectation for Mathematics
- 161 (80%) of all males are at or above the curriculum expectation for Mathematics
- 103 (51.50%) of all males are at the curriculum expectation for Mathematics
- 32 (16%) of all males are below the curriculum expectation for Mathematics
- 7 (3.5%) of all males are well below the curriculum expectation for Mathematics
- Boys who are well below in Year 5/6 are globally below across all curriculum areas because they are English Language Learners, have poor attendance, learning difficulties (ICS and RTLB), or having support for behaviour

Maths Female Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		1						1 (0.61%)
Above	5	10	8	1	2	2	1	29 (17.79%)
At	5	15	15	18	6	13	21	93 (57.06%)
Below		1	6	14	7	5	5	38 (23.31%)
Well below					2			2 (1.23%)
Totals	10	27	29	33	17	20	27	163

- 30 (18.4%) of all females are well above and above the curriculum expectation for Mathematics
- 123 (75%) of all females are at or above the curriculum expectation for Mathematics
- 93 (57.06%) of all females are at the curriculum expectation for Mathematics

- 38 (23.31% of females are below the curriculum expectation for Mathematics
- 2 (1.23%) of all females are well below the curriculum expectation for Mathematics-

Maths Māori Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		1						1 (0.93%)
Above	5	4	7	2	4		1	23 (21.50%)
At	6	11	10	7	3	9	14	60 (56.07%)
Below			3	6	5	5	4	23 (21.50%)
Well below								0 (0.00%)
Totals	11	16	20	15	12	14	19	107

- 30 (18.4%) of Māori ākonga are above the curriculum expectation for Mathematics
- 123 (75%) of Māori ākonga are at or above the curriculum expectation for Mathematics
- 60 (56.07%) of Māori ākonga are at the curriculum expectation for Mathematics
- 23 (21.50%) of Māori ākonga are below the curriculum expectation for Mathematics
- 0 Māori ākonga are well below the curriculum expectation for Mathematics

Maths Pasifika Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Above		1	4		1	2		8 (13.11%)
At	5	4	3	4	4	6	10	37 (60.66%)
Below			3	2	4	3	2	14 (22.95%)
Well below					1		1	2 (3.28%)
Totals	5	5	10	6	10	11	13	61

- 8 (13.11%) of Pasifika above the curriculum expectation for Mathematics
- 42 (68 %)of Pasifika are at or above the curriculum expectation for Mathematics

- 60 (56.07%) of Pasifika are at the curriculum expectation for Mathematics
- 23 (21.50%) of Pasifika are below the curriculum expectation for Mathematics
- 0 Pasifika are well below the curriculum expectation for Mathematics

Maths Asian Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above	2	12	6	3	1	6	4	34 (35.79%)
At	4	6	7	11		8	9	45 (47.37%)
Below		3	1	6	2			12 (12.63%)
Well below					3		1	4 (4.21%)
Totals	6	21	14	20	6	14	14	95

- 34 (35.79%) of Asian above the curriculum expectation for Mathematics
- 79 (83%) of Asian are at or above the curriculum expectation for Mathematics
- 45 (47.37%) of Asian are at the curriculum expectation for Mathematics
- 12 (12.63%) of Asian are below the curriculum expectation for Mathematics
- 4 (4.21%) of Asian are well below the curriculum expectation for Mathematics

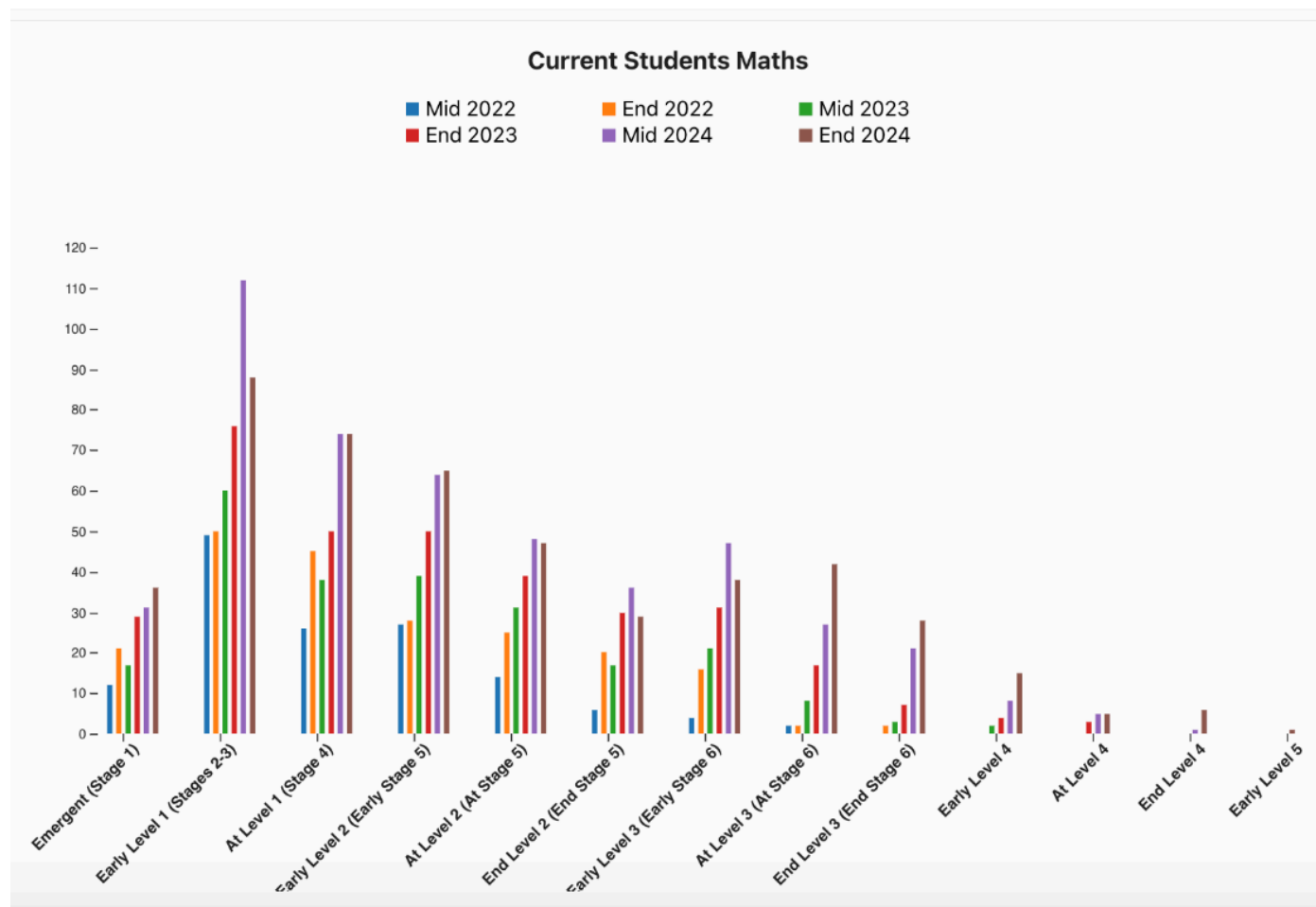
Maths NZE Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above				2				2 (2.06%)
Above	2	8	1		5	1	1	18 (18.56%)
At	5	12	4	6	6	7	13	54 (55.67%)
Below		4	3	8	3	1	1	20 (20.62%)
Well below					2		1	3 (3.09%)
Totals	7	24	8	16	16	9	16	97

- 20 (20%) of NZE above the curriculum expectation for Mathematics

- 74 (76%) of NZE are at or above the curriculum expectation for Mathematics
- 54 (55.67%)of NZE are at the curriculum expectation for Mathematics
- 20 (20.62%) of NZE are below the curriculum expectation for Mathematics
- 3 (3.09%) of NZE are well below the curriculum expectation for Mathematics

This illustration shows the value added from 2022-2024 and the ongoing progress.



Next steps for Maths

The New Maths Curriculum has presented some challenges in 2024 with the delay affecting our professional learning. In 2025, as a Kahui Ako, we have two Curriculum days planned with the Ministry of Education to build a shared understanding across the school and Kahui.

We are going to use 'Maths No Problem' as our Maths resource for 2025 and it will be very interesting to see how our achievement looks with the new curriculum phases being supposedly harder.

Reading

We are in our fifth year of Structured Literacy.

Reading All Ākonga 2024

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		2	2		2		3	9 (2.47%)
Above	2	8	13	14	10	16	14	77 (21.10%)
At	27	22	19	22	10	14	32	146 (40.00%)
Below		36	13	15	9	17	9	100 (27.40%)
Well below			7	7	13	1	5	33 (9.04%)
Totals	29	68	54	58	44	48	63	365

- 86 (23%) of all ākonga are above the curriculum expectation for Reading
- 232 (63%) of all ākonga are at or above the curriculum expectation for Reading
- 146 (40%) of all ākonga are at the curriculum expectation for Reading
- 100 (27.4%) are below the curriculum expectation for Reading
 - Yr4: 50% at or above. 36% of below/well below due to absences. 73% below due to ESOL. 59% below due to pastoral/learning
 - Yr 3: 62% at/above/well above. 38% below/well below. 40% of below due to absences. 45% below due to ESOL. 59% below due to pastoral/learning
 - Year 1: 36/68 below (52.94% below)
 - Year 2: 20/54 below (37.03% below)
 - TOTAL: 56/122 below (45.90% below : 54.1% at or above)
- 33 (9.04%) of all ākonga are well below the curriculum expectation for Reading
- Children who are well below in Year 5/6 are globally below across all curriculum areas e.g. ELL, attendance, learning difficulties (ICS and RTL), behaviour

Reading Males Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		1	1		1		2	5 (2.51%)
Above	1	3	8	8	8	9	6	43 (21.61%)
At	18	11	6	8	5	8	17	73 (36.68%)
Below		24	6	4	6	10	7	58 (29.15%)
Well below			3	5	7	1	4	20 (10.05%)
Totals	19	39	24	25	27	28	36	199

- 86 (23%) of all male ākonga are above the curriculum expectation for Reading
- 232 (63%) of all male ākonga are at or above the curriculum expectation for Reading
- 73 (49%) of all male ākonga are at the curriculum expectation for Reading
- 58 (29.15%) of all male ākonga are below the curriculum expectation for Reading
- 20 (10.05%) of all male ākonga are well below the curriculum expectation for Reading

Reading Female Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		1	1		1		1	4 (2.41%)
Above	1	5	5	6	2	7	8	34 (20.48%)
At	9	11	13	14	5	6	15	73 (43.98%)
Below		12	7	11	3	7	2	42 (25.30%)
Well below			4	2	6		1	13 (7.83%)
Totals	10	29	30	33	17	20	27	166

- 38 (22.89%) of all female ākonga are above the curriculum expectation for Reading
- 111 (66.86%) of all female ākonga are at or above the curriculum expectation for Reading
- 73 (43.98%) of all female ākonga are at the curriculum expectation for Reading
- 42 (25.30%) of all female ākonga are below the curriculum expectation for Reading
- 13 (7.83%) of all female ākonga are well below the curriculum expectation for Reading

Reading Māori Ākonga

Judgement	End Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		1	1				1	3 (2.78%)
Above		1	3	4	3	1	3	15 (13.89%)
At	11	5	6	7	3	4	11	47 (43.52%)
Below		10	6	2	2	9	2	31 (28.70%)
Well below			4	2	4		2	12 (11.11%)
Totals	11	17	20	15	12	14	19	108

- 18 (16%) of all Māori ākonga are above the curriculum expectation for Reading
- 65 (60%) of all Māori ākonga are at or above the curriculum expectation for Reading
- 47 (43.52%) of all Māori ākonga are at the curriculum expectation for Reading
- 31 (28.70%) of all Māori ākonga are below the curriculum expectation for Reading
- 12 (11.11%) of all Māori ākonga are well below the curriculum expectation for Reading

Reading Pasifika Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above			4	2	2	1	4	13 (21.31%)
At	5	2	3	2	4	5	7	28 (45.90%)
Below		3	2	2	2	4	1	14 (22.95%)
Well below			1		2	1	2	6 (9.84%)
Totals	5	5	10	6	10	11	14	61

- 18 (16%) of all Pasifika ākonga are above the curriculum expectation for Reading
- 41 (67%) of all Pasifika ākonga are at or above the curriculum expectation for Reading
- 28 (45.90%) of all Pasifika ākonga are at the curriculum expectation for Reading
- 14 (22.95%) of all Pasifika ākonga are below the curriculum expectation for Reading
- 6 (9.84%) of all Pasifika ākonga are well below the curriculum expectation for Reading

Reading Asian Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above							2	2 (2.13%)
Above	2	4	4	4	1	8	3	26 (27.66%)
At	4	10	8	8		4	6	40 (42.55%)
Below		7	1	5	1	2	3	19 (20.21%)
Well below			1	3	3			7 (7.45%)
Totals	6	21	14	20	5	14	14	94

- 18 (16%) of all Asian ākonga are above the curriculum expectation for Reading
- 68 (72%) of all Asian ākonga are at or above the curriculum expectation for Reading
- 40 (42.55%) of all Asian ākonga are at the curriculum expectation for Reading
- 19 (20.21%) of all Asian ākonga are below the curriculum expectation for Reading
- 7 (7.45%) of all Asian ākonga are well below the curriculum expectation for Reading

Reading NZE Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above		1	1		2			4 (4.08%)
Above		3	1	3	4	6	4	21 (21.43%)
At	7	5	2	5	2	1	8	30 (30.61%)
Below		15	4	6	4	2	3	35 (35.71%)
Well below			1	2	4		1	8 (8.16%)
Totals	7	24	9	16	16	9	16	98

- 18 (16%) of all NZE ākonga are above the curriculum expectation for Reading
- 55 (72%) of all NZE ākonga are at or above the curriculum expectation for Reading
- 30 (30.61%) of all NZE ākonga are at the curriculum expectation for Reading
- 35 (35.71%) of all NZE ākonga are below the curriculum expectation for Reading
- 8 (8.16%) of all NZE ākonga are well below the curriculum expectation for Reading

Reading

We began our Structured Literacy journey in 2021. We have continued keeping our model sustainable by training any new staff with the same providers.

This year we have 33 ākonga well below compared to 50 the previous year. We have a small increase of ākonga at 'well above in Reading' - an increase of 4 to 9 ākonga. The percentage of ākonga is similar for those ākonga at and above, with slightly more below the expectation in Reading in 2024. The number of ākonga in Year 1 below the expectation is similar to the previous year, but notably the number below at Year 6 is less than in previous times. Last year 16 ākonga below compared to 9 ākonga below this year.

This

since

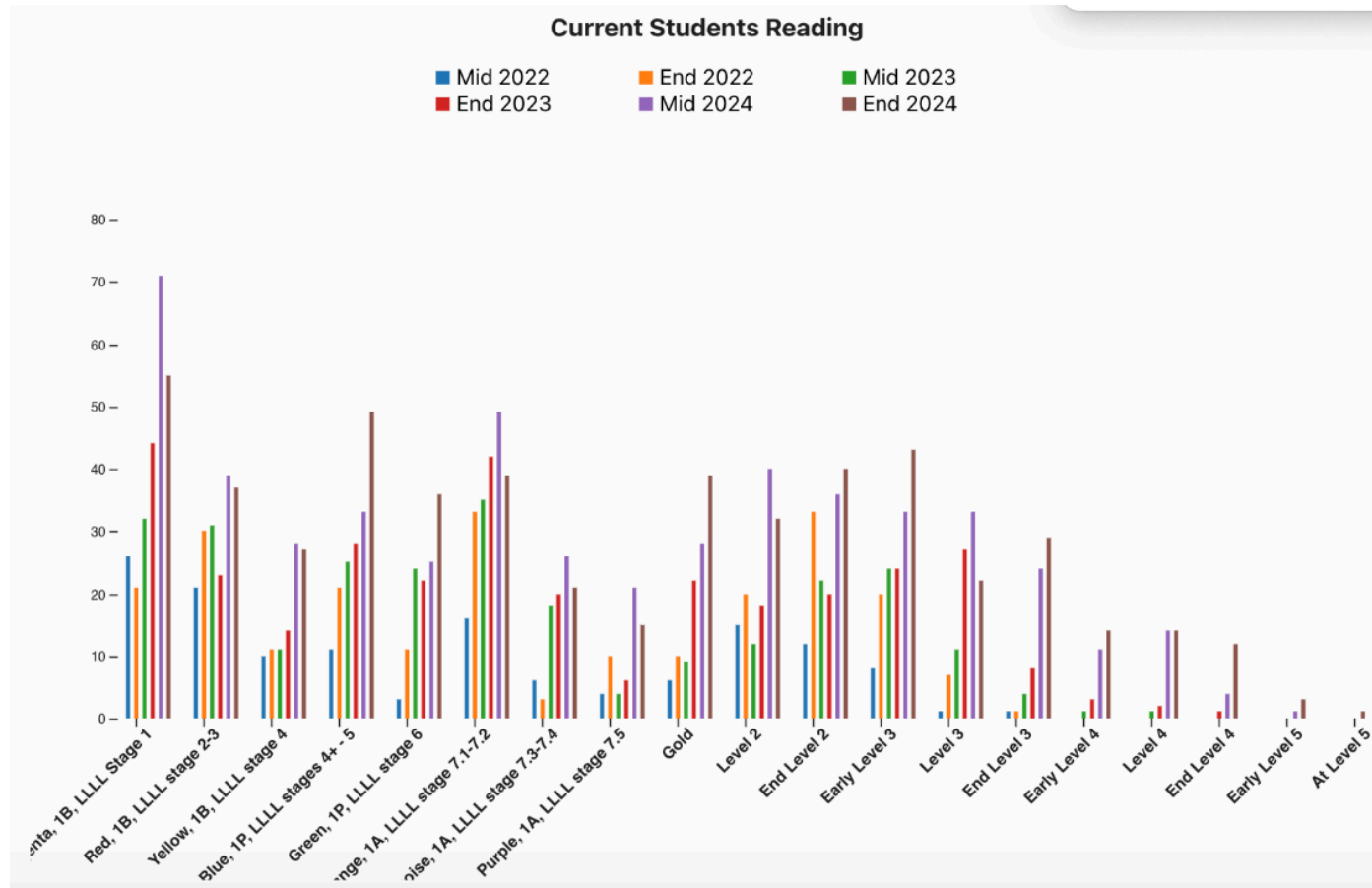


illustration below clearly shows the value added beginning on this Structured Literacy journey. Bigger gains evident this year.

Writing

Writing All Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above		2	2		1	1		6 (1.64%)
At	30	43	30	31	20	18	28	201 (54.92%)
Below		22	21	21	15	28	24	133 (36.34%)
Well below				6	8	1	11	26 (7.10%)
Totals	30	67	53	58	44	48	63	366

- 6 (1.64%) of all ākonga are above the curriculum expectation for Writing
- 207 (63%) of all ākonga are at or above the curriculum expectation for Writing
- 201 (54.92%) of all ākonga are at the curriculum expectation for Writing
- 133 (36.34%) of all ākonga are below at the curriculum expectation for Writing
 - Yr4: 48% at or above. 52% below or well below. 43% of below/well below due to absences. 39% below due to ESOL. 65% below due to pastoral/learning
 - Yr 3: . 47% below/well below. 37% of below due to absences. 41% below due to ESOL. 55% below due to pastoral/learning
 - Year 1: 22/67 below (32.8% below)
 - Year 2: 21/53 below (39.6% below)
 -
- 26 (7.10%) are well below the curriculum expectation for Writing
- Ākonga who are well below in Year 5/ 6 are globally below across all curriculum areas e.g. ELL, attendance, learning difficulties (ICS and RTLB), behaviour
- Ākonga in the Junior school are below for a myriad of reasons including absences, Speech difficulties, ESOL, global delay, learning diagnoses and needs, starting school at later than 5,

Writing Male Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above			2					2 (1.00%)
At	20	20	14	14	13	10	12	104 (52.00%)
Below		18	7	6	9	17	15	74 (37.00%)
Well below				5	5	1	9	20 (10.00%)
Totals	20	38	23	25	27	28	36	200

- 2 (1.00%) of all male ākonga are above the curriculum expectation for Writing
- 106 (53%) of all male ākonga are at or above the curriculum expectation for Writing
- 104 (52.0%) of all male ākonga are at the curriculum expectation for Writing
- 74 (37.00%) of all male ākonga are below at the curriculum expectation for Writing
- 20 (10.00%) of all males are well below the curriculum expectation for Writing

Writing Female Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above		2			1	1		4 (2.41%)
At	10	23	16	17	7	8	16	97 (58.43%)
Below		4	14	15	6	11	9	59 (35.54%)
Well below				1	3		2	6 (3.61%)
Totals	10	29	30	33	17	20	27	166

- 4 (2.41%) of all female ākonga are above the curriculum expectation for Writing
- 101 (60%) of all female ākonga are at or above the curriculum expectation for Writing
- 97 (58.43%) of all female ākonga are at the curriculum expectation for Writing
- 59 (35.54%) of all female ākonga are below at the curriculum expectation for Writing
- 6 (3.61%) of all females are well below the curriculum expectation for Writing

Writing Māori Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above		1	1					2 (1.85%)
At	11	7	10	8	6	1	9	52 (48.15%)
Below		9	8	6	4	13	6	47 (43.52%)
Well below				1	2		4	7 (6.48%)
Totals	11	17	19	15	12	14	19	108

- 2 (1.85%) of all Māori ākonga ākonga are above the curriculum expectation for Writing
- 54 (50%) of all Māori ākonga ākonga are at or above the curriculum expectation for Writing
- 52 (48.15%) of all Māori ākonga ākonga are at the curriculum expectation for Writing
- 47 (43.52%) of all Māori ākonga ākonga are below the curriculum expectation for Writing
- 7 (6.48%) of all Māori ākonga ākonga are well below the curriculum expectation for Writing

Writing Pasifika Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above								0 (0.00%)
At	5	4	6	3	6	3	7	34 (55.74%)
Below		1	4	3	2	7	5	22 (36.07%)
Well below					2	1	2	5 (8.20%)
Totals	5	5	10	6	10	11	14	61

- 0 of all Pasifika ākonga are above the curriculum expectation for Writing
- 34 (55.74%) of all Pasifika ākonga are at the curriculum expectation for Writing
- 22 (36.07%) of all Pasifika ākonga are below the curriculum expectation for Writing
- 5 (8.20%) of all Pasifika ākonga are well below the curriculum expectation for Writing

Writing Asian Ākonga

Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above		1	1			1		3 (3.16%)
At	7	17	9	12	1	10	5	61 (64.21%)
Below		3	4	6	2	3	6	24 (25.26%)
Well below				2	2		3	7 (7.37%)
Totals	7	21	14	20	5	14	14	95

- 64 (67.36%) of all Asian ākonga are above the curriculum expectation for Writing
- 61 (64.21%) of all Asian ākonga are at the curriculum expectation for Writing
- 24 (25.26%) of all Asian ākonga are below the curriculum expectation for Writing
- 7 (7.37%) of all Asian ākonga are well below the curriculum expectation for Writing

Writing NZE Ākonga

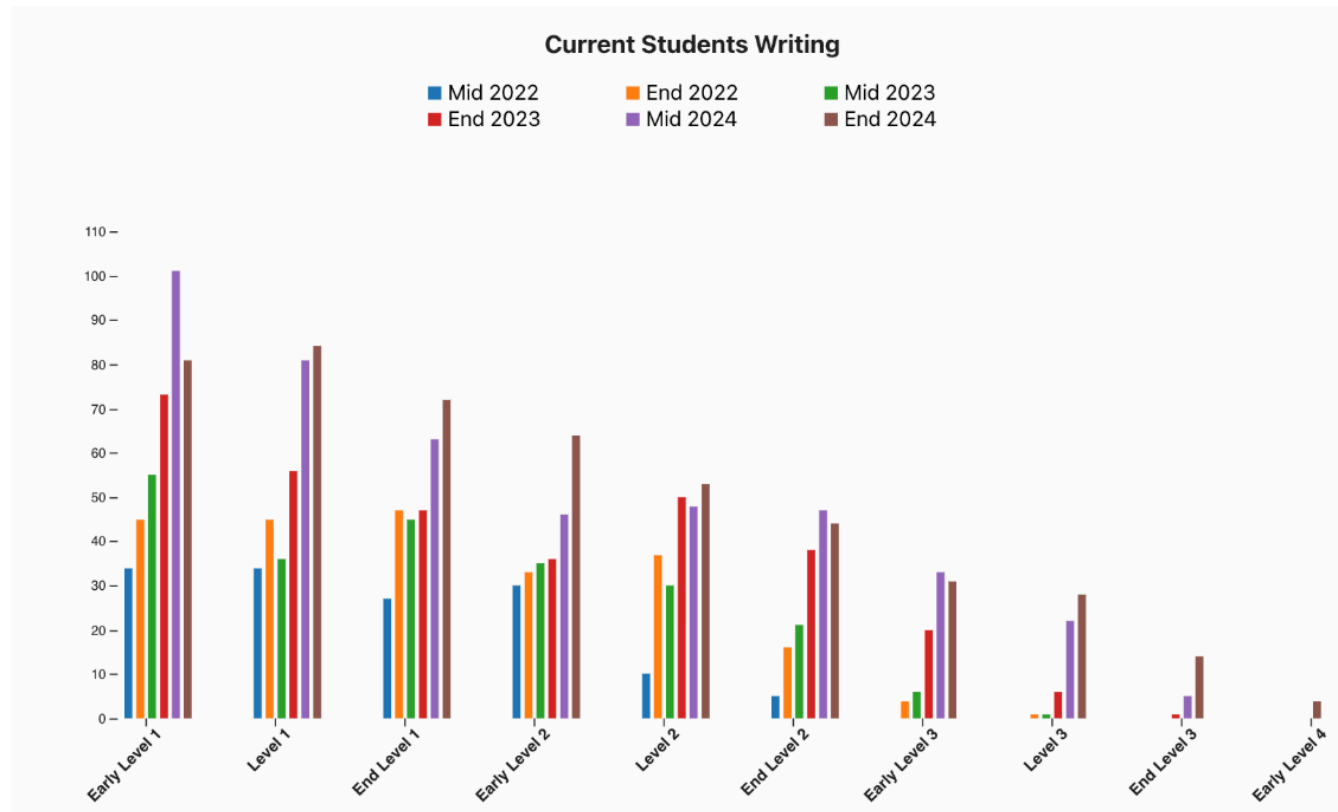
Judgement	Year 0	Year 1 Term 4	Year 2 Term 4	Year 3 Term 4	Year 4 Term 4	Year 5 Term 4	Year 6 Term 4	Totals
Well above								0 (0.00%)
Above					1			1 (1.02%)
At	7	15	4	7	7	4	7	52 (53.06%)
Below		8	5	6	6	5	7	38 (38.78%)
Well below				3	2		2	7 (7.14%)
Totals	7	23	9	16	16	9	16	98

- 53 (54.08%) of all NZE ākonga are above the curriculum expectation for Writing
- 52 (53.06%) of all NZE ākonga are at the curriculum expectation for Writing
- 38 (38.78%) of all NZE ākonga are below the curriculum expectation for Writing
- 7 (7.14%) of all NZE ākonga are well below the curriculum expectation for Writing

Writing

Writing is the most complex of all the curriculum areas and the data always show this to be so. Girls' traditionally do better in this curriculum area and our data continues to reflect this. Of interest is the number of ākonga below the curriculum expectation which has declined. In 2020 52% of our ākonga were below the Curriculum expectation in writing, compared to 36% this year.

The illustration below shows a continued improvement in this area over the past two years.



In 2025, we will continue to embed our Structured Literacy programme and embrace the new Maths Curriculum and the professional development that comes with it.

Gretchen Smith 2024

Targets 2024

Team Kea (Year 5/6) Analysis of Variance 2024: Targets

Team :	Year 2024	School Number	3413
Strategic Goal	Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki		
Annual Aim:	Accelerate the learning of those students who are working below their expected level in reading, writing, or maths (<i>*teams to specify target and focus</i>)		
Target:	To have 50% of Year 6 children to be at or above in writing at the end of 2024.		
Baseline Data:	34.29% of our 2023 Year 5 are at and above for writing. 44.44% of our 2024 Year 6 are at and above for writing		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Implemented The Writing Revolution.</p> <p>Term 1 - reviewed what we taught in 2023.</p> <p>Term 2 - Started the Year ¾ scope and sequence.</p>	<p>Improvement in sentence quality and types of sentences throughout writing.</p> <p>Consistency throughout the team meant that students were all learning the same content even with interchange.</p>	<p>Children who are well below in Year 5/6 are globally below across all curriculum areas e.g. ELL, attendance, learning difficulties (ICS and RTLB), and behaviour.</p>	<p>Incorporating more SPO/MPO into our writing planning.</p> <p>Review the year 3 and year 4 scope and sequence in term 1.</p>

<p>Consistency across the team and integration across the classroom programme including Reading and Inquiry.</p> <p>Responsive formative feedback in real-time.</p> <p>Strong, specific links and practice opportunities between reading, writing, and The Code.</p> <p>Syntax Project with consistent follow-up activities, highly scaffolded for the learning intention across the team.</p> <p>Term 3 - Continued the Year 3/4 Scope and Sequence but lacked time due to Production practices.</p> <p>Term 4 - Continuing to follow the Scope and Sequence, giving students more authentic opportunities to apply skills they have learned throughout the year e.g. speeches</p>	<p>Explicit teaching of writing skills meant students gained a sense of success.</p> <p>Differentiated teaching of writing skills was apparent in the reading activities.</p> <p>‘Organic noticing’ e.g., students are linking the writing/spelling skills they learned and their reading material.</p>		<p>Continue to incorporate topic-based information into our writing.</p> <p>Scaffolding and differentiate follow-ups for our students.</p> <p>The team will meet at the beginning of the year to create a long-term writing plan and identify specific topics to integrate writing into.</p>
Planning for next year:			
<p>In 2024, 60% of our Year 5 students are currently performing below or well below the expected standard in Writing. While progress was evident over the course of the year, we believe there is significant potential for further improvement. Building on the strategies and approaches implemented this year, we propose incorporating more explicit teaching of single paragraph outline (SPO). By embedding this focused methodology into our teaching practice, alongside the foundational skills already being developed, we are confident that student achievement in Writing will increase meaningfully in the coming year.</p>			

Team Tui (Year 3/4) Analysis of Variance 2024: Targets

Team : Tūi	Year 2024	School Number	3413
Strategic Goal	Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki		
Annual Aim:	Accelerate the learning of those students who are working below their expected level in reading, writing, or maths		
Target:	To have 60% of our Year 4 students to be at or above in maths by the end of 2024.		
Baseline Data:	<p>Maths</p> <ul style="list-style-type: none"> - Yr4: Data increased from 49% at and above to 53%. 53% of below/well below due to absences. 73% below due to ESOL. 66% below due to pastoral/learning - Yr 3: 62% at/above/well above. 38% below. 0% well below. 36% of below due to absences. 36% below due to ESOL. 63% below due to pastoral/learning <p>Reading</p> <ul style="list-style-type: none"> - Yr4: 50% at or above. 36% of below/well below due to absences. 73% below due to ESOL. 59% below due to pastoral/learning - Yr 3: 62% at/above/well above. 38% below/well below. 40% of below due to absences. 45% below due to ESOL. 59% below due to pastoral/learning <p>Writing</p> <ul style="list-style-type: none"> - Yr4: 48% at or above. 52% below or well below. 43% of below/well below due to absences. 39% below due to ESOL. 65% below due to pastoral/learning - Yr 3: 53% at/above/well above. 47% below/well below. 37% of below due to absences. 41% below due to ESOL. 55% below due to pastoral/learning 		

<p>Actions What did we do?</p>	<p>Outcomes What happened?</p>	<p>Reasons for the variance Why did it happen?</p>	<p>Evaluation Where to next?</p>
<ul style="list-style-type: none"> • Small instruction groups based on number (intervention). • Explicit instruction - smaller group work with direct instruction from the teacher. • Problem-based learning/DMIC word problems based on the scope and sequence. • Longer sessions e.g 45 minutes for each group. • Rapid routines that revisited learning from throughout the year. • Reflection and discussion • Teaching specific math talk. • Using mixed ability and ability based. • Follow up/ independent tasks based on prior learning and knowledge learnt in previous lessons. • Collaborative approach to planning/discussion of ideas. 	<ul style="list-style-type: none"> • Students confidence building in group activities - students sharing their learning in their own words. • Attitudes towards mathematics are still high. • Student knowledge retained over periods of time through repetition during rapid routines. • Data increased from 49% at and above to 53%. 	<ul style="list-style-type: none"> • Data increased from 49% at and above to 53%. 53% of below/well below due to absences. 73% below due to ESOL. 66% below due to pastoral/learning • ESOL • Absences • Pastoral • Learning difficulties • Behaviour • New Students arriving throughout the year. 	<ul style="list-style-type: none"> • Monitoring students that are below and Well Below • Continue longer quality math sessions. • Continue to contact parents for absences. • Collaborative rooms can continue using two teachers to benefit from intervention groups for those in need. • Continue discussions with colleagues and sharing of ideas/planning. • New structured math approach.
<p>Planning for next year:</p>			
<p>58% Of 2025 Year 4 will be at or above for maths</p>			

Team Pīwakawaka (Year 1/2) Analysis of Variance Writing 2024:

Strategic Goal	Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki
Annual Aim:	Accelerate the learning of those students who are working below their expected level in reading, writing, or maths (<i>*teams to specify target and focus</i>)
Target:	To have 55% of Year 1-2 children at or above in writing by the end of 2024.
Baseline Data:	End of 2023: 47.2% Year 1-2 children were at or above.

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<ul style="list-style-type: none"> Building expectations around independent writing (using tick boxes to self check) Incorporating regular opportunities to write independently both in reading, writing and topic time. Minimising reading interchange to allow for transference of skills. Progress monitored by completing end of term data graphs and analysis Termly target children focused on Scope and sequence for our writing programme which allows for cycling of skills. Writing LTP Ensuring everyone is using the school handwriting prompts 	<ul style="list-style-type: none"> 64.2% of Year 1-2 children are at or above in writing as of the end of 2024. 3.3% well above 60.8% at <p><i>Target achieved</i></p> <p>Of those below: 4 ESOL funded</p>	<ul style="list-style-type: none"> Cycling our focus (e.g. extended sentences, sentence types, scrambled sentences, conjunctions etc) Using the syntax project Daily explicit teaching and practice of handwriting so that automaticity is developed. Implementation Plan School wide focus on attendance 	<ul style="list-style-type: none"> Review and update handwriting prompts as well as having a school wide numeral prompt sheet Writing extension group Build up writing in silence. Team wide checklist for children to use independently. Ensuring we teach how to apply the sentence level skills to various writing genres (e.g. a set of instructions, a narrative story, a recount) so they see it in context and understand that writing is not just a sentence.
Planning for next year:			
<ul style="list-style-type: none"> Linking what we are doing with Te Mātaiaho → Extension group			



Giving Effect to Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Te Huarahi Linwood Avenue School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. Under the Education and Training Act 2020, a primary objective of the board of Te Huarahi Linwood Avenue School is giving effect to te Tiriti o Waitangi.

Policy	Possible Implementation Indicators
<p>. We do this by:</p> <ul style="list-style-type: none"> working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and Te Ao Māori 	<ul style="list-style-type: none"> Staff visited the Tuhiwi Marae in 2021. New staff & Board visit to be arranged Staff are knowledgeable about the history of Aotearoa since the arrival of Māori Māori signage around the kura- e.g, wharepaku, Rūma, Our dual school name, Te tari-office School uniform logo-incorporates the koru Community Consultation on our values- displayed and lived Know the school cultural narrative Know the geographical markers- in our area Ōtautahi, Te Tihi o Kahukura- Port Hills Ōpawaho - Opawa river, Ōtakaro -Avon River Ihutai-estuary, Ākonga to know the local Kāi Tahu stories - Rākaihautū Provide opportunities for tamariki to experience poi making, mau rakau, weaving Tari/Office answers the phone with Kia ora Include positive Māori role models for our tamariki in our curriculum areas- literacy, the arts, sports, e.g. Ian Taylor Ralph Hotere, Michael Parokōwhai, Robyn Kuhukawa, Reuben Patterson, Shane Cotton, Patricia Grace, Witi Ihimaera, Lisa Carrington, Portia Woodman, Ruby Tui,
<ul style="list-style-type: none"> taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori 	<p>Māori Culture is part of everyday practices and is demonstrated with care and respect.</p> <ul style="list-style-type: none"> There is an allocation of resources and funding to promote Te reo and tikanga. A Kaiako has a passion and the responsibility of leading a strategic driving group Kapa haka Group with Matua Sonny and Whaea Tui accessible to all teams

	<ul style="list-style-type: none"> • School haka- • Mihi whakatau first time 2024 • Waiata and te reo phrases taught across the school including staff hui • Many staff have completed Te Ahu Reo levels 1,2 and 3 • Staff hui - karakia, waiata,new phrases introduced • Tamariki learn pepeha • Learn about some key cultural stories - Matariki, Rangi and Papa, Maui
<ul style="list-style-type: none"> • achieving equitable outcomes for Māori students <p>Te Huarahi Linwood Avenue School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.</p> <p>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-</p>	<ul style="list-style-type: none"> • incorporating te reo Māori, mātauranga Māori, and tikanga Māori into teaching and the day-to-day life of our school- e.g. kai time,not sitting on tables, not putting our shoes under benches with kai on it, not touching heads. • 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. • Sporting and cultural activities are available through Tamai Kahui Ako-Tamai sports, pasifika,etc. • Participation in the Children's University programme • Opportunities for leadership in sport, house captains,wet day monitors,etc. • Our teaching and leadership practices promote achievement, inclusion, and equity. • Restorative conversations - problem solving
<ul style="list-style-type: none"> • providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori. <p>The Tiriti of Waitangi principle calls for schools and teachers to deliver a curriculum that:</p> <ol style="list-style-type: none"> 1. acknowledges the Tiriti of Waitangi principles 	<ul style="list-style-type: none"> • A shared understanding of what a treaty/tiriti is. Class tiriti designed & linked to school wide values at the beginning of each year • School wide Kaupapa that we build on every year - Matariki, Te Wiki o Te Reo Māori annually • The Tiriti of Waitangi is taught at the beginning of every year and knowledge is built on as ākonga move through the school • Māori pukapuka in the library and look at including them more in the classroom

<ol style="list-style-type: none"> 2. acknowledges our nation's bicultural foundations 3. enables students to acquire knowledge of te reo Māori and tikanga Māori 	
<p>Partnership</p> <p>Te Huarahi Linwood Avenue School aims to work in partnership with our local Māori community to support rangatiratanga /self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.</p> <p>We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in development.</p>	<ul style="list-style-type: none"> • Tuakana- teina relationships modelled in Buddy classes, classrooms, buddy class with Ferndale • Encourage Māori representation on the Board • Whānau hui for whānau Māori across the school • Ngai Tahu Education plan • National Anthem is sung in the three official languages of Aotearoa new Zealand • Community Consultation informs the Strategic plan

<p>Protection</p> <p>Te Huarahi Linwood Avenue School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia .</p> <p>We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.</p> <p>We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).</p>	<ul style="list-style-type: none"> • Explicit teaching of tikanga - not sitting on tables, not putting our shoes under benches with kai on it. Not touching heads. • Explicit teaching of te reo phrases used across the kura school • There are five guiding principles to the Ka Hikitia Strategy <ol style="list-style-type: none"> 1. Excellent outcomes (we will support Māori learners and their whānau to achieve excellent outcomes) 2. Belonging-(we will ensure Maori learners and their whānau have a strong sense of belonging across the education system) 3. Strengths- Based (we will recognise and build on the strengths of Māori learners and their whānau) 4. Productive partnerships- we will support strong relationships between learners and whānau,hāpu, iwi,educators to support excellent outcomes 5. Tiriti o Waitangi (we will give practical effect to the Te Tiriti o Waitangi
<p>Participation</p> <p>Te Huarahi Linwood Avenue School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.</p> <p>Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori</p>	<ul style="list-style-type: none"> • Staff welcoming the community at the crossing and gate everyday • Strong pastoral and learning support focus • Hui Ako - Opportunities to engage in a three way conversation about the progress and achievement of ākonga • 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, & iwi • monitoring achievement to provide support (including learning support) or extension programmes as required • supporting staff to access appropriate professional development.

students experience educational success as Māori(NELP Priority 2).	<ul style="list-style-type: none"> • Family fun nights
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NB: There is some overlap in the policy guidelines, which is reflected in the suggested indicators and implementation ideas being applicable in more than one area.

Statement of Compliance with Employment Policy

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?	<i>yes</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes We follow our school docs policies that describe the employment process that should end with the appointment of the person who best matches the job requirements.
How do you practise impartial selection of suitably qualified persons for appointment?	Selection, interview and hire process involves a panel of people who ensure the hiring process ends with the appointment of the person who best matches the job requirements.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>Recognising and supporting the aims and aspirations of Māori, addressing employment requirements, and ensuring greater involvement in the education service requires a deliberate, culturally responsive approach.</p> <p>Recognising the Aims and Aspirations of Māori through</p> <ul style="list-style-type: none"> • Whānau Engagement: Actively partnering with whānau, • Te Tiriti o Waitangi Commitments: Embedding Te Tiriti principles—Partnership, Protection, and Participation—into strategic planning and everyday school practice • Culturally Sustaining Curriculum: we are working on ensuring the curriculum reflects Māori perspectives, mātauranga Māori, and local iwi histories, fostering pride in Māori identity

	<ul style="list-style-type: none"> ● Te Reo Māori and Tikanga Māori: Actively promoting and normalising te reo and tikanga Māori within the school environment, including bilingual signage, school karakia, waiata, and culturally appropriate protocols. ● Equity and Success for Māori Learners: Setting high expectations for Māori ākonga and ensuring that learning pathways acknowledge and build on their strengths, identity, and cultural capital. <p>Recognising the Employment Requirements of Māori</p> <ul style="list-style-type: none"> ● Recruitment and Retention: Actively seeking and supporting Māori staff by creating pathways into teaching and leadership roles, and ensuring recruitment processes recognise cultural knowledge as a valuable asset. ● Professional Development: Providing staff with professional learning in culturally responsive teaching practices, Te Tiriti o Waitangi obligations, and Te Reo Māori development. ● Inclusive Work Environment: Creating a culturally affirming workspace where Māori feel valued, heard, and supported in incorporating their cultural identity into their roles. <p>Ensuring Greater Involvement of Māori in Education</p> <ul style="list-style-type: none"> ● Māori Governance Representation: Encouraging and supporting Māori representation on the Board to ensure decision-making reflects Māori aspirations. ● Iwi and Community Partnerships: Establishing strong relationships with Ngai Tūhahuriri, Māori organisations, and community groups to provide authentic learning experiences, guidance, and support networks for ākonga and staff. ● Māori-Led Initiatives: Supporting Māori-led initiatives such as kapa haka, pūrākau (storytelling), and kaupapa Māori programs to strengthen cultural identity within the school.
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	<ul style="list-style-type: none"> • Māori Voice in School Policies and Procedures: Ensuring that Māori perspectives are embedded in policies, teaching frameworks, and school-wide initiatives, reinforcing a genuine commitment to Māori success as Māori 	
How have you enhanced the abilities of individual employees?	Through professional development opportunities and mentoring	
How are you recognising the employment requirements of women?	Collective union agreements – maternity provision, managing and understanding when a dependant is sick, or there are commitments	
How are you recognising the employment requirements of persons with disabilities?	<p>We support inclusion and culturally responsive practices leading to better outcomes. The employment process ends with the appointment of the person who best matches the job requirements.</p> <p>Access on site/ ramps, car parks etc .support where needed</p>	
Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	√	
Has this policy or programme been made available to staff?	√	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	√	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	√	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	√	
Does your EEO programme/policy set priorities and objectives?	√	

Re: Kiwi Sport Funding 2024

In 2024, the school received total Kiwi sport funding of \$5,764.60 (excluding GST).

Kiwi Sport funding was used to increase student participation in organised sport by providing access to quality coaching, purchasing essential sports equipment, and supporting school-wide initiatives that encouraged engagement in physical activity. The funding enabled partnerships with local sports organisations, facilitated skill development programs, and reduced financial barriers, such as travel to venues, mouthguards, etc. ensuring more ākonga had opportunities to participate in a range of sporting activities.